

CHILDHOOD EDUCATION

Published by the
INTERNATIONAL KINDERGARTEN UNION
1918 HARFORD AVENUE
BALTIMORE, MD.
and
1201 SIXTEENTH STREET, N. W.
WASHINGTON, D. C.



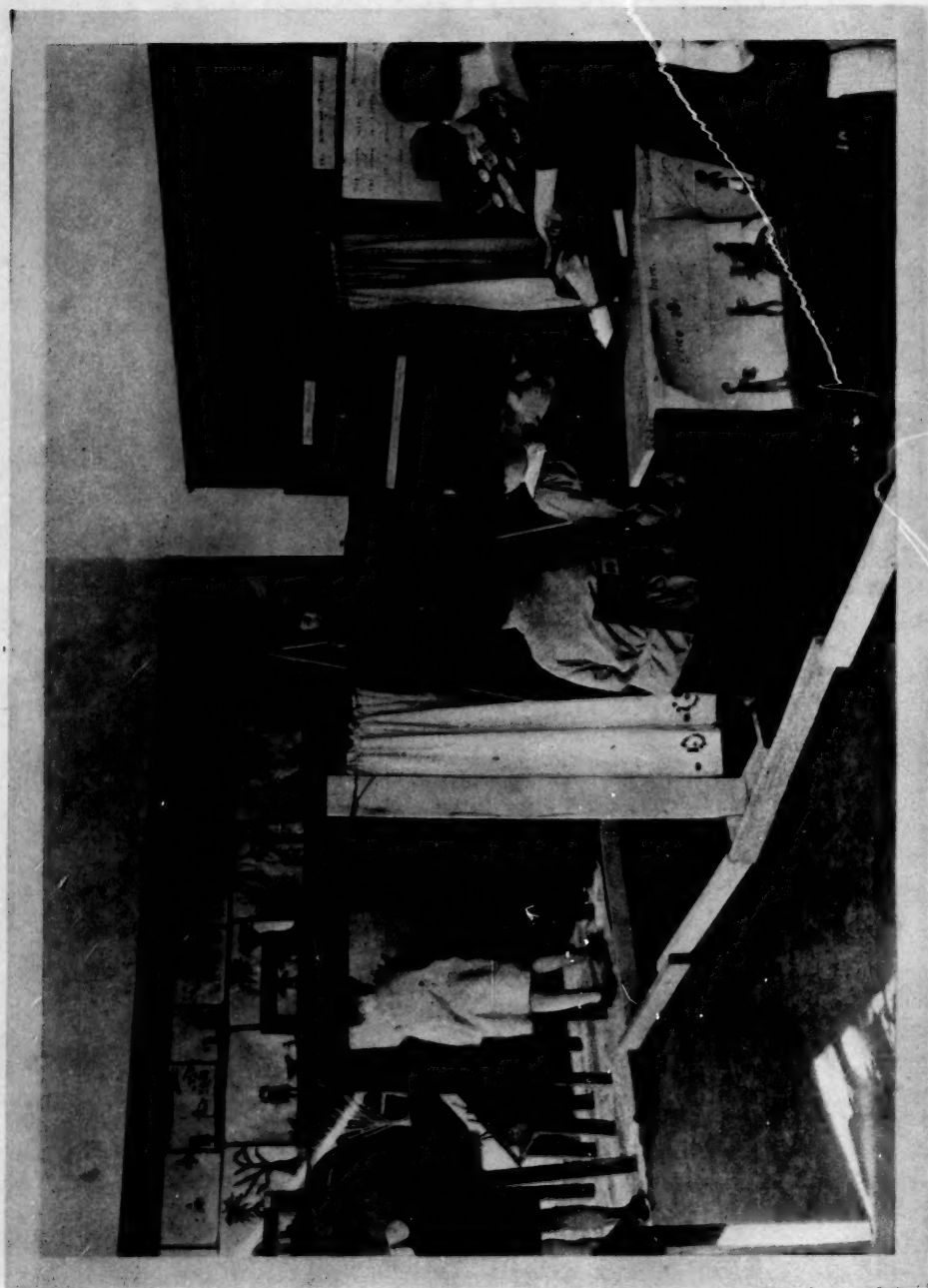
Vol. VI

MARCH, 1930

No. 7

Table of Contents

HOMOGENEOUS GROUPING OF PUPILS. <i>J. R. McGaughy</i>	291
INTRODUCING THE MODERN SCHOOL TO PARENTS. <i>Margaret Manning Roberts</i>	297
THE USE OF A TYPEWRITER DURING A FIRST GRADE LANGUAGE PERIOD. <i>Mildred Miles Roberts</i>	302
THE CALIFORNIA TEACHER'S GUIDE TO CHILD DEVELOPMENT. <i>John A. Hockett</i>	305
SUGGESTIONS FOR TEACHING HEALTH IN SCHOOLS. <i>Winifred Rand</i>	310
BIBLIOGRAPHY SUGGESTED AS HELPFUL IN THE TEACHING OF NATURE STUDY. <i>Theodosia Hadley</i>	313
TEACHER DIAGNOSIS OF BEHAVIOR PROBLEMS IN THE KINDERGARTEN. <i>Caryl Bentz</i>	316
A PIONEER CABIN. <i>Helen M. Cooper</i>	320
A PLAY HOUSE. <i>Doris Childs</i>	322
ANNUAL CONVENTION, INTERNATIONAL KINDERGARTEN UNION	324
IN MEMORIAM.....	327
BOOK REVIEWS. <i>Alice Temple</i>	328
AMONG THE MAGAZINES. <i>Ella Ruth Boyce</i>	331



TWELVE EVIDENCES OF TEACHER OR PUPIL INGENUITY HAVE BEEN FOUND IN THIS PHOTOGRAPH OF A FIRST GRADE CLASSROOM IN KALAMAZOO, MICHIGAN.

CHILDHOOD EDUCATION

For the Advancement of Nursery—Kindergarten—Primary Education

Vol. VI

MARCH, 1930

No. 7

Homogeneous Grouping of Pupils

J. R. MCGAUGHY

Professor of Elementary Education, Teachers College, Columbia University, New York City

THERE are many school systems in the country in which the number of pupils in each building is so great that it is necessary to have two or more classes in each grade. Many of these schools have attempted to group these classes within the same grade in such a way that the slower or duller pupils of the grade have been placed in one classroom group and the brighter pupils have been grouped together into another class. Very often schools that have 90 or more pupils in each grade have organized them into classes which they have called, slow, normal, and fast classes. It has been quite common to designate these groups as X, Y, and Z groups; the brighter class being known as an "X" group, the normal class as a "Y" group, and the slow or duller pupils as the "Z" group. Many articles have appeared in professional magazines advocating and defending this X-Y-Z grouping and a number of experiments and researches have been carried out in

an attempt to determine whether such grouping is desirable. This classification of children into two or three or more classroom groups within the same grade is commonly referred to as "homogeneous" grouping or "ability" grouping.

This grouping of pupils into so-called homogeneous groups is undoubtedly a popular tendency in our more progressive school systems. Detroit was one of the first of the large cities to adopt the practice and a great many other school systems, large and small, have organized their schools both elementary and secondary on this basis.

Wouldn't it be true "that a fair percentage of the world's outstanding artists would undoubtedly have been classed in the 'Z' groups in school if the sorting had been done on the basis of the scores achieved on pencil-and-paper tests?"

Speaking of the United States as a whole, it is undoubtedly one of the strongest present tendencies in school organization and administration.

This grouping of pupils into classes is done on many different bases. In some systems pupils are grouped entirely on the basis of their scores on intelligence tests. In others they are grouped into classes on the basis of their average scores

on a battery of achievement tests in two or three of the more important school subjects. Still other schools combine the results of intelligence and achievement tests, and many schools also attach weight to the judgment of the teachers who have taught the pupils during the preceding year. Probably one of the most common bases for grouping pupils into classes within grades is a combination of all three—intelligence test results, the scores on a battery of achievement tests, and the judgment of teachers.

Arguments in Favor of Grouping

There are many arguments advanced in favor of homogeneous or ability grouping of pupils. One of the most important of these is the argument that pupils who are somewhat alike in their achievement in the school subjects or who may be expected to learn at somewhat the same rate of speed, are easier to teach. Instead of having pupils who learn very slowly mixed with pupils who learn rapidly, each teacher may work with a group of pupils whose learning rate is about the same. As a result, her methods of instruction and the materials of instruction will be well adapted to all of the pupils in the room. She will not have to waste a lot of time with slow pupils, meanwhile neglecting pupils who learn quickly, nor will she be tempted to allow the brighter pupils to move along rapidly while slower and duller pupils are neglected and become discouraged.

Another argument favoring X-Y-Z grouping of pupils is that if each classroom group is made up of pupils who are very much alike in their abilities or in their rate of learning, the curricula or educational program for that group can be more sensibly adapted to the needs of the group. A teacher with a bright group will be able to achieve sufficient mastery of the minimum essentials in each subject in a comparatively short time, and, as a result, can devote a good deal of class time to an enriched educational program—

a great deal of additional reading for purposes of pleasure and culture, activities which will result in a heightened appreciation for good literature and music and art, or in activities which will develop skill or mastery in performing in the field of music or the other fine arts.

The third argument proposed in defense of the homogeneous grouping of pupils is that pupils who are somewhat alike in the speed at which they can learn are happier together and enjoy their school life more. It is argued that pupils who learn slowly become discouraged in competing with brighter pupils, that they acquire the habit of failure, that they learn to expect to be outdistanced and humiliated because they cannot make such rapid progress as the brighter pupils. As a part of the same argument it is proposed that bright children who learn rapidly find it so easy to keep up with the slow and average children that they learn to be loafers and that they turn their energies to mischief or to definitely anti-social behavior.

A fourth argument in favor of homogeneous grouping is closely related to the last one stated. This argument is that the percentage of failure of pupils is very much smaller if they are grouped homogeneously. If the duller pupils are isolated and segregated into the same class group and allowed to compete among themselves their teachers are quite willing to promote to the next higher grade a large proportion of these children. She compares them with other pupils who are somewhat like themselves in ability or in their speed of learning. As a result she considers the achievement of many of them as relatively satisfactory and so recommends them for promotion. If these same slow pupils were mixed with brighter pupils, the teacher would be convinced that they were decidedly inferior and would recommend that they repeat the school work they had been attempting during the past year. The facts undoubtedly support this argument. The

percentage of promotion in schools with homogeneous grouping is almost always higher than in schools in which all sorts of pupils are grouped together into the same class.

These arguments in favor of homogeneous grouping are so convincing that they have been accepted almost without question. Instead of carrying out careful experiments to determine whether or not the actual facts supported the arguments, superintendents and principals have re-organized school buildings and whole city school systems in order to secure these theoretical advantages. In doing so they have neglected important facts and arguments which are in direct opposition to the desirability of X-Y-Z grouping. This whole set of problems is so important and far-reaching in its effect upon school instruction and organization that we shall take the time and space to present these counter-arguments and opposing facts in order that you may have a clear understanding of the whole controversy.

Arguments Against Grouping

Many of these arguments against homogeneous grouping have been entirely overlooked by teachers, and principals, and superintendents of schools. We have sometimes proposed that the modern, progressive school is characterized by the fact that it is accepted that each pupil is a person, that he is a unique, distinct personality and that the school is vitally concerned with every significant phase of this total personality. In this modern school the pupil is not considered as the simple sum of some arithmetic ability, some ability in reading, and in composition, and in spelling, and in each of the other isolated school subjects, but is treated rather as a total personality whose character traits and ideals and attitudes and physical powers and aptitudes are of even greater importance than mere ability to achieve scores in the traditional school subjects.

Out of this acceptance of the importance

of the consideration of the total personality of each pupil has come a significant catchword or slogan for the modern school—"respect for personality". This phrase has been popularized by Kilpatrick and others and must be accepted by all of us as a significant challenge and responsibility in our relations both with children and adults. Yet some of those persons who talk and write most convincingly about the importance of "respect for personality" have been the very first to segregate into separate classroom groups those pupils whose scores on intelligence tests are low, or who do not have the kind of ability which makes it possible for them to master quickly and well the minimum essentials of the formal school subjects. They allow them to be stigmatized as dullards or "dumbbells".

Another important principle in the modern philosophy of education is Dewey's statement that "school is life and not just preparation for life." In accepting this principle it is argued that each school activity should be just as nearly as possible a life situation—that life in school should not be artificial and formalized but that it should be as nearly as possible similar to the situation in which the child finds himself outside of school or in later life as an adult. We protest that homogeneous grouping violates this principle. Children outside of school and adults in the grown-up life of the world are never organized into groups on such artificial and superficial bases as their abilities to make high scores on a paper-and-pencil test no matter how scientifically this measuring instrument has been devised and used.

A third argument against the homogeneous grouping of pupils is of less importance than the two arguments presented above. If those pupils who make low scores on tests and those who make average scores and those who make high scores are such different sorts of persons that they should be taught by different methods and should be given different

subject matter and materials of instruction, it must follow that the teaching of each group should be a highly specialized job. Some teachers should be especially trained to teach slow pupils and should be required to become proficient in the methods of teaching best adapted to those pupils. Others should specialize on the teaching of the kind of pupils who make high scores on tests and should secure definite training and experience suited to those pupils. Though one of the favorite arguments in favor of this grouping of pupils is that it makes the teacher's work easier, the fact remains that the great majority of the teachers dislike to teach the slower pupils. They seem to feel that it is sort of a disgrace or a reflection upon their teaching ability. As a result, nearly every school which groups pupils homogeneously makes it a practice to rotate the teachers from group to group each succeeding year. A teacher is given to understand that if she will teach "Z" group this year, she will be allowed to teach an "X" group the next year and a "Y" group the year after. As a result there has been little specialization in the teaching of the special groups. Practically the only adaptation of either teaching methods or of subject matter of instruction to the different grades has been to require a smaller amount from the slow pupils and a larger amount from the bright pupils than is required of the middle group, and the method of teaching in the three groups has been practically the same.

A fourth argument against homogeneous grouping is presented to offset the argument that children are happier when allowed to associate with other children who are somewhat like themselves in their ability to master the school subjects, or in the speed with which they learn. This is undoubtedly one of the strongest arguments against segregating school pupils into homogeneous groups. Those children who learn slowly or who make low scores

on intelligence tests and achievement tests are almost always regarded with pity or scorn by other more fortunate children and very often by the teachers themselves. The social and psychological effect upon these unfortunate children is one that has never been measured accurately; perhaps it never can be. Certainly many of these children learn to think of themselves as definitely inferior to other children. All too often they must bear the shame or agony of being dubbed "dumbbells" by the other pupils or even by their own teachers.

Nor is the social and psychological effect of homogeneous grouping upon the brightest children one that is to be ignored. There is a great deal of evidence that these pupils who have been more fortunate in their choice of parents or in the environment in which they have been placed, tend to develop into a "smart" aristocracy—into an anarchistic group which feels that it should not be governed by the sort of laws and regulations that are laid down for those who are inferior.

These are strong words we know, yet we are using them deliberately. It is undoubtedly true that advocates of homogeneous grouping have attached primary importance to test scores and objective measurements and have thought too little or not at all about the psychological effect upon the (tender) personality and the social consequences which accompany and follow after this segregation of pupils.

A fifth argument in opposition to homogeneous grouping is the most important of all for it is based upon proved facts and not on mere theory. This fact is the fundamental one that there is not and cannot be such a thing as a truly "homogeneous" group. Let us make this point very clear. It is true that we may have a specific ability such as that of computation in arithmetic and sort pupils into groups which will not be over-lapping in their abilities in this narrow field. Sup-

pose that we sort ninety fourth grade pupils into three non-overlapping groups of thirty each on the basis of the scores which they make on a standardized test which requires the solving of problems in the four fundamental operations of arithmetic.

The pupil of the poorer group who makes the highest score on this test will have a lower mark than the pupil of the middle group who receives the lowest score of his group. In like manner no pupil in the highest group will have received as low a score as the very best pupil of the middle group. In this sense the three groups are non-overlapping in their ability to achieve scores on the test. In a certain sense they may be called "homogeneous" with respect to the ability measured.

But it is a proved fact that the abilities to achieve scores on school tests are highly specific. Some of the pupils who receive very low scores in arithmetic computation will be able to read very well or will be little geniuses when it comes to the spelling of different words. Just as truly some of the highest group in arithmetic computation will be sure to make very low scores on a test in geography or in reading. This fact that human abilities are highly specialized and that each of us tends to do some things very well and others very badly makes true homogeneous grouping an absolute impossibility.

The further we get away from the formal subjects of the school curriculum the less possible is true homogeneous grouping. If we were to sort pupils into three non-overlapping groups on the basis of their average scores in reading and arithmetic put together, we would fully expect to find almost perfect overlapping of the scores which these pupils would make on running 100 yards or in their capacity to appreciate good music or on the scores which they might on some objective test of honesty or of willingness to work hard and faithfully in staging

an exhibition of typical activities of their school.

There are a number of educators who have become convinced that homogeneous grouping is impossible because of their knowledge of facts such as those cited above, who still defend X-Y-Z grouping under a different name. Having become convinced that "homogeneous grouping" is impossible and that this use of the word is inaccurate and misleading, they have given the name "ability grouping" to the same system of organization of school classes.

The defense for ability grouping is a most ingenious one. The premises upon which the defense is based are proved facts. One of these facts is this: The average score of an "X" group in any given school ability is always higher than the average score of a "Y" group, and that of a "Y" group is always higher than the average score of a "Z" group. It is also true that on the average, the brighter children of the "X" group will master the minimum essentials of the traditional school subjects in a shorter time than will the pupils of a "Y" or "Z" group. Disregarding the philosophical and social and psychological arguments the segregation of duller pupils into one group and of high-score pupils into another group, these authorities defend ability grouping on the grounds that it makes possible a greater enrichment of the traditional school program. Since the "X" pupils can dispose of the fundamentals of the three R's in a comparatively short time, on the average, they may be given a maximum of enrichment as a part of their school activities. The "Y" group will find time for a much smaller amount of enrichment in their program and the "Z" pupils will have to spend their whole time slaving away to secure a partial mastery of the minimum essentials of the traditional school program.

The defense of ability grouping seems

reasonable and sound until we face the fact that an individual pupil often varies widely in his abilities in the different school subjects and that a group of pupils varies even more widely in its interests and social needs. Keeping this fact in mind let us ask those who defend ability grouping to name any specific field of enrichment which they would make available to pupils of a high-I. Q. group. Suppose that the answer is: "Appreciation of good music", or "The development of mechanical skill". Must not these defenders of ability grouping at once confess that there are many individual pupils in the unfortunate "Z" group whose interest and needs are such that they should have these very elements of an enriched program?

It is our contention that the amount and kind of enrichment which should be made available to each pupil is an individual problem and should be settled in terms of the interests and needs of each individual pupil—that it is in violation of all the principles of our modern philosophy of education to decide that for one kind of pupils there shall be a maximum of enrichment and for another kind there shall be little or none.

A final argument against X-Y-Z grouping, by whatever name it may be called, is that it makes it easy and almost necessary for the teachers of these groups to neglect and disregard the individual pupil. The teacher is encouraged to believe that all of her pupils are a good deal alike for the very reason that she knows they have been selected on the basis of definite measures and placed together in a classroom unit. As a result, she forgets that individual abilities are highly specific. The teacher of a "Z" group in particular has a perfect alibi for loafing and neglect. Even teachers of music and of art, two fields which are almost unrelated to the abilities which are commonly used in determining the grouping of pupils, feel justified in taking it for granted that no one of these "dumbbells" can be expected to have any genuine ability or interest in these subjects. They do not stop to face the fact that a fair percentage of the world's outstanding artists would undoubtedly have been classed in the "Z" groups in school if the sorting had been done on the basis of the scores achieved on pencil-and-paper tests.

NEW PAMPHLETS AND ACTIVITIES

Good Food Habits for Children, by Rowena Schmidt of the Bureau of Home Economics, U. S. Department of Agriculture, Leaflet No. 42.

How Shall Young Children Be Taught About Sex? by Gladys E. Poole, Prospect Street Presbyterian Church, Trenton, N. J.

Outlines for Group Discussion: Worthy Home Membership, by Ruth Andrus. New York State Department of Education.

Parent Education 1926-1928, by Ellen C. Lombard. U. S. Bureau of Education, Bulletin 1929, No. 15.

Problems for Parent Educators: Outlines of Major Problems Confronting Leaders in Parent Education, Edited by Eduard C. Lindeman and Flora M. Thurston. The National Council of Parent Education, New York City.

A program of training for lay leaders in parent education is being conducted under the

direction of the New York State Department of Education, with the cooperation of local organizations, including the United Parents Associations of Greater New York, the Institute of Child Development at Teachers College, the Institute of Child Guidance, the New York School of Social Work and the Child Study Association of America. This leadership training is being given to prepare the way for the formation of study groups for parents, under lay leadership, throughout Greater New York and in other counties of the state.

Training Leaders in California. The adult education department of Long Beach, California, includes among its courses one in parent education and child training, open only to those who are actually leading groups of parents in this work. The department forms discussion groups of parents and will furnish a leader for such groups upon the request of twenty adults for leadership service.

Introducing the Modern School to Parents

MARGARET MANNING ROBERTS

Kindergarten-Primary Department, University of California at Los Angeles

THE parents of children twenty years ago (and in far more recent years) had two ways of checking on the school, and incidentally, its teachers. The first was through the medium of home work, that bugbear and ruination of many an otherwise peaceful evening round the sitting room table. By means of home work, mother and father followed son and daughter through the perilous paths of fractions and long division, and perhaps the less painful, but nevertheless rigid itinerary of the early pilgrims and the settling of the northwest. Mary's first reading lessons were learned at home in preparation for tomorrow's perfect recitation. In fact, there has been a great deal of controversy as to who did the major part of teaching where home work was the order of the evening in every well regulated family. The well remem-

bered "speech day" was another check upon the children's progress, so looked forward to, yet dreaded, by the nervous, self conscious child, who alternately chilled and burned in fear and anticipation of the great event. The longer the speech, the more often "our" child appeared upon the program, the better the teacher, and the more efficient the school training was the general verdict of fathers and mothers whose children had come through the ordeal successfully.

But how are the present day schools, who no longer enlist the co-operation of the parents in dubious lesson getting at home, and who absolutely place a ban on those public performances known as "speech days", to enlist the sympathy and understanding of these parents? For sympathy and understanding we must have, and co-operation as well, even



Washington Child Research Center.

INDIVIDUAL ACTIVITIES IN THE NURSERY SCHOOL.

though, we don't require the mothers and fathers to help prepare tomorrow's lessons.

At once, someone may make the suggestion that personal contact is the best way for teachers and parents to learn to know one another. To visit the child's home, to see him in this setting is an excellent method for a teacher to gauge the far reaching effects of environment. The kindergartner, especially the kindergartner with only one session, has the best chance to make these contacts between the home and the school, contacts, which if begun early in the school life of the child, will grow stronger through the years. The grade teacher, with longer school hours, usually finds herself too depleted in energy at the end of her long teaching day to make home visits entirely effective, either to herself or to the mother upon whom she calls. But the effort should be made by the teacher, rather than by the mother who is usually too engulfed in multitudinous affairs to realize how much a stranger to her is John's teacher. And yet, daily, John spends hours under the influence of this stranger. If the teacher calls upon the mother, not to tell her that John is suffering from enlarged adenoids, or that Mary is far behind the entire class in reading, but for no other reason than this simple one—"I like your John so much that I want to know his mother better", a feeling of sympathy and common interest (John, of course,) will bring about an understanding basis for friendship, and much can be done in furthering John's mother's interest in the school and its methods, as well as helping the mother to a deeper understanding of John himself. An evening visit in each home, when father is about, might be an excellent method of attack.

Then, too, there are the study groups and parents meetings, both good ways to bring about a better understanding between the home and the school. The kindergarten and primary grades might well join together in such meetings—per-

haps meeting once a month to listen to some interesting speaker, and oftener in smaller groups for round table discussions concerning the many problems which surround teachers and parents in the growth and development of children. For the larger meetings, the school nurse might speak on some phase of hygiene of interest to the group; the school doctor and the dentist could each give valuable talks from their wealth of knowledge as it relates to the development of children; the librarian knows of many new books and why boys and girls of different ages prefer certain types of stories; and at Christmas time, the toy department of your most enterprising store would, no doubt, be delighted to co-operate with the school in a display of practical gifts for children of varying ages. All of these interesting people are your neighbors, and it is for the teacher to bring the school, the parents and the community together, and especially, it is peculiarly the problem of the kindergarten-primary teacher to perfect such work.

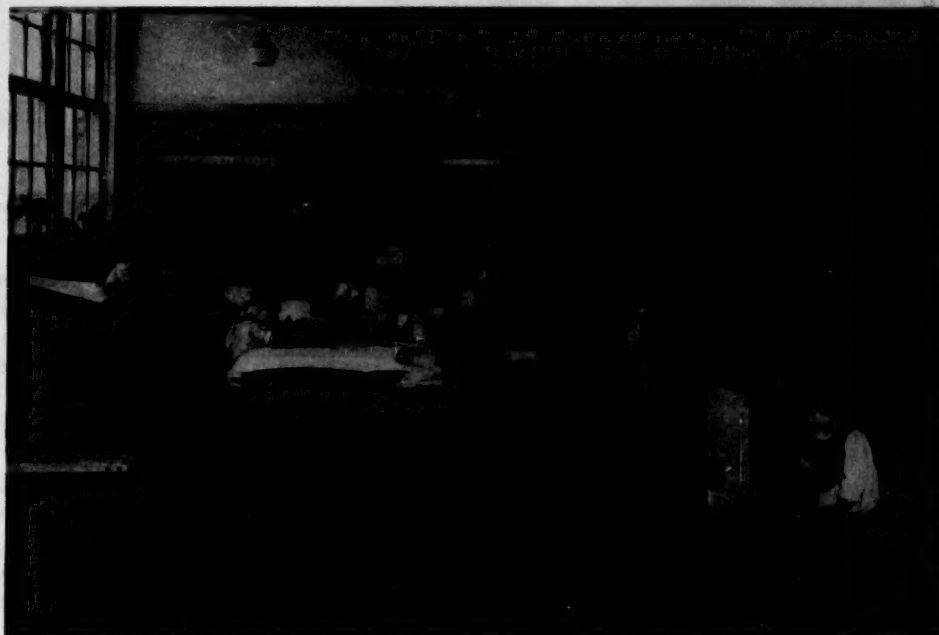
It is of course necessary that parents visit the school itself, if they are to actually understand as well as champion the work of modern education. A visit to the spring festival given by the third grade or to the kindergarten Christmas party is a pleasant experience, but to view the daily work of each room, in which parents can see for themselves, not only how John is being taught subtraction but how he, as well as thirty-four other children, re-act to subtraction as it is taught on the actual field of battle, is a much more profitable visit for all concerned.

Now how to get the parents to visit the daily sessions of the school just as informally as they visit one another is a real problem. It might be a dangerous habit to start, you say, for some parents might run in often enough to become annoying. But this state of affairs hardly seems probable, considering the thousand and one duties which daily confront the

average mother and father. Invite them to come, especially invite them, and be sure that there will be something worthwhile for them to see when they arrive, something worth stopping one's work in the middle of the morning in order to visit John at school.

How can this be done? It's really very simple. WE, who are teachers, remember back in our training days, the observation lessons of the training school teachers, lessons so carefully planned and carried out to the smallest detail, that we left that kindergarten or third grade fired with the determination to some day teach just such a perfect drill or appreciation lesson as did Miss ——. Now is your chance to do just that, for wouldn't it be possible for our modern primary teachers to do much the same thing, with instead of a group of undergraduates from mothers and fathers as the observers in the Teachers College? Don't you think

the kindergarten was built, or, how the third grade made their clothing books? I have a feeling that most parents would appreciate being made members of the inner circle as to the "how and why" of a modern school, rather than be shown the finished product and have no idea as to the carefully planned and all inclusive thought unit which help to make up the aims and methods of progressive education. For instance, when most of the parents of today's children studied Mexico, each class followed a time worn custom, and boundaries, chief exports and principal cities were meticulously disposed of in quick succession. Modern third grades spend practically a whole semester delving into the mysteries of this same Mexico, and by circuitous routes learn all of the country's geography plus much more, because their learning has for its background many experiences, vicarious and otherwise. When you enter such a room you



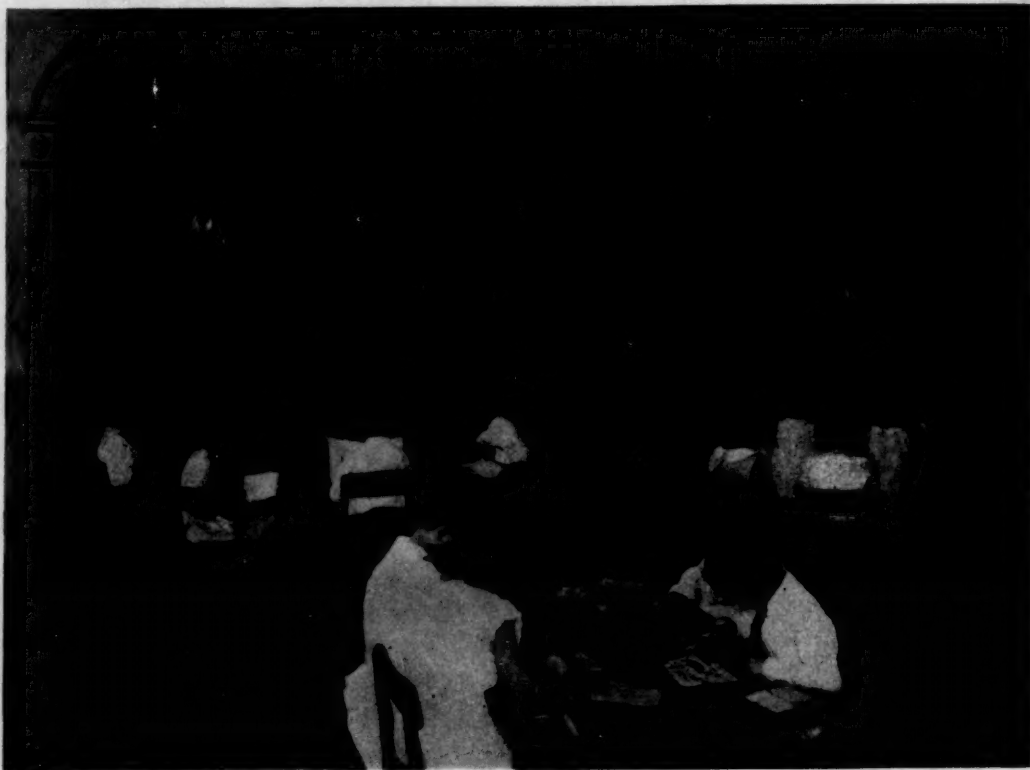
SOCIAL ACTIVITIES IN THE KINDERGARTEN.

Riverside, Ill.

that mothers and fathers should know, and enjoy the knowing, how the store in know at once that this group is interested in all things Mexican. Books on the

browsing table; a shelf of pottery designed and made by the children; gay pictures on the walls depicting various phases of the life and dress of these colorful people;

Plan the campaign just as carefully as does the Training teacher who specializes in observation lessons. Talk the matter over with the children, not once, but many



GROUP WORK IN A PRIMARY CLASSROOM.

Trenton, N. J.

questions on the blackboard under the heading, "Things We Want to Know", make the room seem a veritable bit of Old Mexico. Such intensive study takes time, and each child must make his contribution in order to have a perfect whole if Mexico is to remain in the child's mind as a living country. He must associate intimately, through reading, class discussions, pictures, and hand work, the things concerning Mexico within his interest and his grasp. And if the mothers and fathers are to realize to the fullest extent the far reaching and deep meaning of such an intensive study, they must watch the children gather together their information and put it into working order.

times, until they become absorbed with the spirit of the undertaking, and plan as eagerly for these particular lessons as you. Do not make the mistake of overcrowding your rooms with guests, but select a few, (if possible, congenial parents) for each observation lesson. Invite them personally and impress the fact upon them that they are seeing the regular daily work of your room. Set the stage much as the college teacher, who plans to take her class observing, in that each observer understands fully what she is to see. For example, if it is to be a lesson in the second grade, combining writing, spelling, and reading, each guest should have these facts made clear when

first invited. Work up enthusiasm for your "days at home", and make them as unforgettable as those early college observations were to you—the memory of an excellent lesson, well planned and executed by a competent teacher. Know exactly what you are going to do and just what responses you want to get from

the children. Try nothing out of the ordinary. IF you are doing your job well, you and the children will only be doing just what you do five days a week, an ordinary school morning with a few interested guests, who, when they leave your room, will know a great deal more concerning modern methods of teaching and learning.

AMERICAN SCHOOL OF THE AIR

Tuesday Series

MAKERS OF AMERICAN HISTORY

- Feb. 4—(1) Columbus
 11—(2) Raleigh
 18—(3) John Smith
 25—(4) Brewster
- Mar. 4—(5) La Salle
 11—(6) Junipero Serra
 18—(7) Washington
 25—(8) Jefferson
- Apr. 1—(9) Boone
 8—(10) Fulton
 15—(11) Lewis and Clarke
 22—(12) Sam Houston
 29—(13) Abraham Lincoln
- May 6—(14) Robert E. Lee
 13—(15) Heroes of the Air

Thursday Series

LITERATURE

- Feb. 6—(1) Myths and Folk Tales.
 13—(2) Poetry best loved by children.
 Edwin Markham, Poet.

You may tune in for this program every Tuesday and Thursday at 2:30 Eastern Standard Time, 1:30 Central Standard Time, 12:30 Mountain Standard Time, or 11:30 Pacific Standard Time, on your nearest station of the Columbia Broadcasting System.

- 20—(3) Robert Louis Stevenson, poems and dramatization.
 27—(4) Friends in Bookland.

CIVICS

- Mar. 6—(5) Debate (Subject to be announced).
 13—(6) Debate, opened by Julius Klein, Assistant Secretary of Commerce.

ART

- Mar. 20—(7) Henry Turner Bailey, Director, Cleveland School of Art.

MUSIC

- Mar. 27—(8) Historic Panorama (dedicated to the music supervisors of the United States).
 Apr. 3—(9) Folk Music (Indian, mountaineer, cowboy, negro, woodmen songs).
 10—(10) Musical Trail across the United States. Orchestral and vocal compositions of living Americans.

HEALTH

- Apr. 17—(11) Junior Red Cross Program.
 24—(12) Junior Red Cross Program.

NATURE STUDY

- May 1—(13) Birds.
 8—(14) Animals.

INTERNATIONAL GOOD WILL

- May 15—(15) International Good Will Program.

The Use of a Typewriter During a First Grade Language Period

MILDRED MILES ROBERTS

Director, First Grade, Chicago Teachers College

SELF expression is one of the most valuable assets. How to give all our children an opportunity to express themselves freely in a school room has long been a difficult problem. It is a known fact that many children who express themselves fluently at home are completely inarticulate when asked to tell something in school. This is not only true in many of our over crowded schools but in many of our less crowded and progressive schools, although not to such a marked degree. Of course, one never can tell something unless one is full of something to tell.

A motive for the telling is important. It isn't often that one is tempted to mumble to one's self although this does occasionally happen when people have been overstressed mentally and have to relieve the nervous system by outpouring their troubles or joys, or what not, to a blank wall or to a "dickie bird".

More often when one has something to tell he bursts in upon some friend and says, "Guess what!" and then outpours his news weighted thoughts. Or, if one is "at home" with a pen he seizes a piece of paper and relieves his chest of his fancied or real message. I have known people who in great stress of emotionalism such as anger, would write down all the things they would like to say and then suddenly discover that by the very unburdening of their hearts on paper they had been cured of their anger and would tear up the paper and go to bed happy. These people are really well off because they have hurt no one by their "anguished eloquence" and yet they have expressed themselves freely.

Self expression then, is a *real* need of human existence. Even knowing how to put in well put phrases, the indignation or joy that one feels, is a real comfort. This was brought to my attention very strongly a short time ago when talking to an immigrant. The soul of this woman was truly artistic and the words that tumbled out of her mouth showed great intelligence and deep thought although I could hardly understand her.

"Oh," she said sadly, "it hurts me not to be able to express myself so others can understand more clearly what I mean."

If you think that adults do express themselves freely just go to an average meeting of a woman's club and see the ones who pale at the thought of being asked to talk before others.

The first grade is a crucial point in this matter. After reading, I would say this was the next most important goal to accomplish in first grade. By the end of the year, first graders should be able to speak freely and well on an interesting topic and be able to express themselves in writing to a lesser extent, of course.

Last spring I had a visitor who said that she had come to see what my children could do with independent written expression. I gasped inwardly for I thought that my first graders had not, until that time, reached the point where they could do independent written composition.

With fear and trembling I passed out the papers for I knew not what the result would be. My class had spent the entire year up to that time with oral expression in a manner that I shall explain

later, while this teacher's class had been requested to write quite frequently and the teacher said that she was afraid that she had not "given them enough opportunity for written expression."

My anxiety soon turned to joy for when the written papers came tumbling in with a freshness of spirit symbolic of the fresh spring weather we were having, my visitor was astonished. "My," she said, "my children cannot do this well. I will have to have my children do more writing."

"No," I said, "I think they need more oral expression. Either their use of the pencil is not up to the speed of the flow of language or else they have lost the

tired of writing group stories for charts, we have imposed on other rooms for audience situations and we have 'riddled' ourselves to death. What would you suggest?"

"Well," I said, "I like to have my typewriter near and when some child has an idea he comes to me with it and I write it down. In that way the janitor can't erase it and the child has a permanent record of his thought without laboriously spelling it out with uncertain fingers."

Sometimes the ideas are good, sometimes they are not, and in re-reading them a child will often recommend that his story be thrown away as it is not



CRYSTALLIZING ORAL COMPOSITION

zest for written expression and need a rest from it for a time."

"Perhaps so, but how shall I go about having more oral language? We have

worth saving while another child will take real joy in saying, "That sounds pretty good to me. I'm going to take it home and read it to mother."

Here we have the beginning of a real author who takes real joy in his "pen child".

Sometimes the group itself will gather about me with my typewriter. They will sit on a rug in an informal manner and get their heads together to form a story.

Last year we wished to give a shadow play for our May Fair. The children wanted to write their own story for the play. Finally, since we had been living in a Mother Goose atmosphere, one child suggested that we write a story about Hey Diddle Diddle as there were many characters in that story. How and what the story might be I wondered. We must build up a problem of some sort.

"Well," said one very resourceful youngster named Rayburn, "I've always wondered how the cow could jump over the moon. There must have been something magic about it. I think the fiddle must have been a magic fiddle."

"Splendid idea," everyone agreed. Thereup I clicked the name of the story—"The Magic Fiddle".

Well, the next problem was to figure out how the cat got the magic fiddle. This was an easy job for those eager children.

"I know," said one, "a fairy could have given it to her."

"Fine," all agreed.

"Why did the fairy give it to the cat?"

"For doing some service, of course."

"What kind of service could a cat most easily do?"

"Why catch a mouse!"

Hurrah—Ideas were simply rampant.

"Are you ready for me to write?" I asked.

One child began and when he had gone as far as his ideas would carry him, another would go on until we had the following story.

THE MAGIC FIDDLE

Once upon a time there was a fairy.

She was in her house. Then all of a sudden while she was baking a cake a mouse came out of his hole. The fairy screamed. There was a cat going to market. He heard the fairy scream. He opened the door and ran in. He caught the mouse and ate it up.

The fairy was so happy to be rid of the mouse that she gave the cat a magic fiddle for his reward. The cat said, "Thank you."

The cat didn't know what the fiddle would do, so she started to play. All of a sudden a cow came running. Then a dish and spoon came running. The dish said, "You play such fine music we must dance to it." Then the cat played magic music. A little dog ran in and sat down and laughed.

After a while the moon came sailing toward them. The cow jumped over the moon. The dish and the spoon ran away. The little dog laughed to see such sport.

"Ha, ha," said the cat. "I will play hey diddle diddle."

"Hey diddle diddle the cat and the fiddle
The cow jumped over the moon;
The little dog laughed to see such sport
And the dish ran away with the spoon."

Here is an individual story that was composed at the beginning of first grade that shows intelligent, connected thinking and free expression.

OUR DESSERT

One night my father said we were going to have a new dessert for supper. We were to have chestnuts. My daddy put the chestnuts in the oven and they popped when he took them out and put them on the table. They popped on my neck and they popped on my mother's neck. They popped in my brother's eye. Then my father put a rag on top of the chestnuts so they wouldn't pop any more. Then we ate them. My mother and father were laughing. We were crying.

The California Teacher's Guide to Child Development

JOHN A. HOCKETT

Lecturer in Education, University of California, Berkeley

HOW THE ENTERPRISE WAS INITIATED

CAN teachers lift themselves by their own bootstraps? Could they if they wore bootstraps now-a-days? A problem of this nature recently confronted a group of California teachers who were charged with responsibility for doing something about a State course of study. The group was composed of eleven representative school people who were, in August, 1927, asked to constitute the newly-created California Curriculum Commission. Such questions as the following presented themselves. Can such a commission be a vital influence in the educational practices of a state? What kind of guidance can best be given elementary teachers in the development of an activity program? How can the points of view and methods of the best teachers within the state be made available to all teachers?

It had its origin, this Teacher's Guide to Child Development, in the attempt to develop a state course of study in reading. Since new primary reading books were soon to be adopted, was it not but common sense to build up first a course of study? The answer, obviously, was in the affirmative. Committees of progressive teachers, skilled in primary work and in teaching reading were forth-with appointed. They had but started in their work, however, when they suddenly declared, almost unanimously: "We cannot advocate the teaching of reading as an isolated subject, based upon its separate course of study. Nothing less than a comprehensive course of study for all the work of the primary unit will suffice. The child is a unified whole and must be so considered in the school's curriculum."

But, what kind of course of study can we accept, the Commission asked itself. Certainly not one based merely on subject-matter content and restricted to formal standards! So the decision was reached to make not a course of study at all, but a guide to the development of children. The work has been under way for two years. More than a hundred teachers, supervisors, and administrators have contributed to the enterprise. These have included teachers of lonely one-room



BUILDING A FIRE STATION, IN A LONG BEACH PRIMARY GRADE

schools far in the mountains and out on the desert, kindergartners and first, second, and third grade teachers in town and city schools, supervisors of all sorts, members of the State Department of Education, and even professors in the universities and teachers colleges. Truly it has been a group activity.

EXCERPTS FROM A FEW OF THE ACTIVITIES

The following extracts are from a few of the sixty reports of activities, written and contributed by teachers and supervisors, which have been included in the

Teacher's Guide. It should be emphasized that these quotations represent but brief excerpts from the complete reports.

THE THREE BILLY GOATS GRUFF

A Play by Junior Primary Children in San Diego

The teacher told the story of the "Three Billy Goats Gruff." The children had dramatized other plays and they asked to dramatize this. The teacher gladly consented because she felt that the children needed the experience of talking before a group, and of impersonating characters.

Two children asked to get the stage ready for the play. They got a box and some boards from the woodbox and made a crude bridge. When the little Billy Goat started over the bridge it fell down. This disaster was repeated with each goat. The troll felt badly because he could not get under the bridge.

The boys were discouraged because the goats and the troll did not like their bridge. The teacher suggested that perhaps they could think of a way to build a bridge that would really be strong enough to hold the goats. Another child suggested that they nail the bridge together. All thought that this was a very bright idea. The two boys got wood, nails, saws and hammers, and after choosing two others to help, started to work.

That afternoon the class took a walk to see the bridge over the canyon near the school. After three days of endless pounding and much consultation with various groups the bridge was built. The entire room was called together to see the bridge.

The report continues with a description of the painting of the bridge, and of the planning and painting of the green hillside and the blue river. The photograph shows the goat-like costumes but fails to reveal the joy of the children in presenting the play before the whole school. Within the classroom the dramatization was repeated many times, with different players in the major rôles, and with undiminished enthusiasm.

MAKING NEEDED TOYS IN A PASADENA KINDERGARTEN

The children who carried on this activity came from the country where they had much more space in which to play than the average child, but they owned very few toys and felt a real need for them. Since coming to kindergarten they had experimented with wood and nails, making boats and airplanes. One morning a boy brought in a wooden box, saying that he



A CHILDREN'S MARKET, DEVELOPED IN A LOW FIRST GROUP OF FOREIGN CHILDREN IN THE SOTO STREET SCHOOL, LOS ANGELES

wanted to make a wagon. A group discussion as to how a wagon might be made and what material would be needed followed immediately. There was keen interest in the plan, and it was suggested that perhaps other children would be able to find boxes at home with which to make toys.

After each child brought his box he told the group what he wanted to make and a discussion took place as to the best way to carry out his desire. When every child was at work a variety of toys were planned: houses, kindergartens, stores, garages, wagons, trucks, wheelbarrows, beds, cradles, chairs, davenports, and tables. Each child of the forty-five was busily at work; the individual and group were sharing the joy of achievement.

The reader can imagine the many problems that arose and of the frequent need of discussion, criticism, and suggestion in such a busy workshop. One can readily accept the teacher's statement that the in-

terest was keen throughout the six weeks' duration of the activity. It is easy to appreciate the many opportunities provided for development of self-reliance, resourcefulness, ability to plan, to give and take suggestions, and to coöperate in countless ways.

SETTING A HEN IN A SECOND GRADE OF
A UNION GRAMMAR SCHOOL IN
PLACER COUNTY

I had selected a story of "Polly and Dolly" by Mary F. Blaisdell to read to the children. I had hoped that the children would become interested in Polly and her chickens, as I wished to have them set a hen as an activity. Good fortune was with me in that we had a child from San Francisco who had never seen a hen set and baby chicks hatch.

I felt that the activity would have the following aims: it would develop initiative, coöperation, responsibility, trustworthiness, courtesy, obedience and punctuality. If properly conducted it would break the isolation that too commonly exists among subjects of instruction. I considered the activity from these points of view: (a) Interest and worthwhileness: Would the children be interested in it and would the subject matter and materials used be worthwhile? (b) Ability of children to handle it: Would it be within their ability? Too difficult a problem would discourage them and lower their standards of work, while one too easy would not challenge them to think.

It seemed to me that this activity was already interesting to the children, that it would be very worthwhile, and could be made sufficiently challenging. In addition I made sure that it would offer opportunities for development in knowledge by carefully checking its leads to the subjects of the curriculum, such as reading, spelling, arithmetic, writing, hygiene and art. It seemed much to expect that such an activity should use all these subjects, but in the end it did this for us, and far more in the development of correct habits and attitudes

There is not space to describe the development of this activity with its many aspects. Perhaps enough has been given to reveal the spirit of the teacher and her thoughtfulness in initiating the work.

The book is not, as the preceding quotations alone might suggest, a mere hodgepodge of miscellaneous reports of activities. Much thought has been given to the selection of just those activities which should best illustrate the basic principles of the activity program and its development under diverse conditions and with different groups of children. The reports of class activities have been carefully grouped to illustrate the varied aspects of a complete school program. Supplementary interpretation has in many instances been written, to point out the significance of a particular unit of work or of some procedure used by the teacher, or to indicate the reason for the very different approach employed in two different situations. In short the attempt has been to anticipate and satisfy the thousand questions that would naturally arise in the mind of the teacher not entirely familiar with a program of guided experiences.

ESSENTIAL ELEMENTS IN THE ACTIVITY
PROGRAM ARE ANALYZED

Nor, does the book consist entirely of these skillfully developed and rather fully reported activities, and the accompanying interpretation. These comprise but two of the six chapters, although they account for some two-thirds of the volume. One of the other chapters deals with such essentials of an activity program as the criteria which teachers should consider in selecting, and in evaluating the outcomes of activities. Specific illustration of the use of each criterion is given by reference to a unit of work, which is minutely analyzed. The teacher's opportunities to further the development of habits of work and coöperation, to extend the pupils' range of interests, and in many respects to encourage the growth of desirable habits, attitudes, and skills are portrayed by reference to concrete situations in the

typical activity. The attempt is made to define the meaning of the term "activity", as well as to illustrate it. It is described as a rich learning situation, brought about by the strong inner urge of children to carry out a purpose of worth to themselves, which will lead them into a variety of real problems, and will draw upon a large number of different kinds of experience and many kinds of subject matter.

In another chapter an attempt is made to explain clearly why educational practices are changing so rapidly. The spirit guiding the progressive teacher is interpreted. The need for a child-focused viewpoint in modern education is stressed. There is presented to the teacher the challenge of being a sympathetic, understanding, clear-visioned, dynamic force in the lives of little children. It is made clear that purpose on the part of the learner, expressing itself through active, eager quest for new and broadening experiences,—for new and better ways-of-behaving, is necessary. The importance of seeing the child not only steadily but as a whole is urged, of recognizing him as an integrated organism with a growing emotional life, a rapidly developing body, and an active,

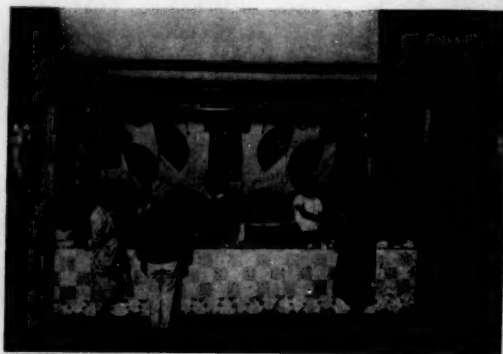


THE TROLL WAS DROWNED IN A BLUE CALUMINED RIVER. GARFIELD SCHOOL, SAN DIEGO

searching mind. The attempt is to set forth the true fundamentals in childhood education.

A chapter on the school environment portrays the relation of buildings, rooms, equipment and furnishings to the happy

and fruitful adjustment of children. Among the factors stressed are: the need of varied and stimulating materials for manipulation, exploration, and construction; the desirability of adequate space and equipment for group work; the value



A CHINESE STORE IN SAN FRANCISCO

of ready access to the out-of-doors and abundant activity in the open air; the importance of beauty, charm and suitability of furnishings. Ways are suggested of providing a restful, orderly room so that habits of concentration and efficiency may be fostered. The advantages of movable furniture are presented, and adaptations possible with old-style desks are illustrated in pictures and descriptions. Well-selected standard lists of equipment are provided as aids to those responsible for the selection of materials. Recognition of the need for vital relationship between the outside world and the inside school, is stressed. Teachers are reminded that the walls of the modern school have been enlarged to include all of the world that ministers to the child's needs.

The chapter dealing with the organization of the kindergarten-primary unit attempts to set up standards in relation to such questions as the following. How can children be so grouped that no individual is lost in the crowd and that each child may progress at his own most productive rate? How may the teacher better inform herself as to all the needs of each child? How large should primary classes

be? How may the serious problem of early failures be eliminated? What principles should guide the teacher in arranging the daily program of her pupils? A wealth of suggestions are presented to guide in the attainment of the highest standards in these matters of organization. Suggestions are made, and concretely illustrated, for more careful attention to the needs of entering children. The formation of junior-primary classes is advocated, with suggestion of some principles of organization and of program-making. Help is given teachers in the better understanding of what constitutes "readiness" for school work. The significant results of several studies of "reading readiness" are presented. Practical suggestions are given for making the daily schedule so flexible that children may freely pursue worthy group and individual purposes. Typical programs for each group level and for various kinds of schools have been included.

The final chapter considers the relation of reading to the activity program. The many ways in which reading contributes to the development of an activity, and the numerous incentives which the enterprise provides for the mastery of reading skills are pointed out. Illustrations of units of work which involve rich reading experiences are presented and discussed.

ANTICIPATED VALUES OF THE PUBLICATION

Just how the Teacher's Guide will be received and how useful it will prove to teachers in their daily work, the Commission cannot, of course, predict. It is their hope that all teachers will find it a rich source of inspiration and a storehouse of

practical assistance. It would seem that numerous descriptions of excellent teaching units with a wealth of interpretation could not but prove useful. It is recognized that there are two essentials in the guidance of teachers: to help them see more clearly the significance and objectives of their work, and to reveal to them more skilful means of achieving their aims. The book is not a course of study to be followed. It is an attempt to set up the best present standards as a goal towards which teachers and supervisors may work. No one is to be under any obligation to use it. The aim is to render assistance to those who feel the need for a more inclusive viewpoint, more effective methods, and the inspiration that comes from familiarity with the work of excellent teachers.

Those responsible for the publication anticipate its study by teachers and supervisors individually and in groups, by students in the teacher-training institutions, and by school administrators. It is believed that those engaged in course of study revision will find usable standards and much helpful guidance in the book. The authors and sponsors dare to look forward to the enrichment of children's school experiences because of their efforts: to keener interest in school work, to greater freedom in school activities, to a more wholesome development of individuality and personality. It is considered suggestive and tentative, with the prospect of a more widespread participation in its revision within a few years. Present plans call for the publication of the book by the State Department of Education within the next few months.



Suggestions for Teaching Health in Schools

WINIFRED RAND

Sociologist, Merrill-Palmer School, Detroit, Michigan

THE desirability of supervising the health of school children is commonly accepted but the need for making a conscious effort to teach the children good health habits is not realized as generally. However, it seems obvious that correction of physical defects is only half the problem. The faulty practices or habits which are to blame for many of these defects must be corrected at the same time if repetition of the difficulties is to be avoided. Contacts with the physical education or health education instructor once or twice a week, or with school nurse or doctor at less frequent intervals are too limited but the daily contacts with the classroom teacher offer many opportunities for instilling the habits which fit the child for guiding his own health.

The teacher cannot have the right attitude toward a health regime for her pupils unless somewhere she has had an opportunity for acquiring a background knowledge of physiology, hygiene and nutrition. The American Child Health Association, recognized this a number of years ago when it first started working for health education courses in normal schools. Considerable progress has been made by some schools in correlating the health and hygiene courses with the living programs of the student teachers. In this way they see in their own physical state the effects of their mode of living, whether good or bad, and so can appreciate more readily the importance of the right health habits and attitudes toward health in children.

Good health and good health habits in the teacher are essential not only for her own benefit but as an example for her pupils. It is difficult for her to teach con-

vincing health lessons unless she practices what she preaches.

For teachers who have not had adequate training in health matters during their formal education, subject matter on factors pertaining to health and to health teaching should be offered. Material of this kind prepared to keep teachers up-to-date on new scientific discoveries and changes in practice is desirable for all teachers. However, before they are required to teach such material ample time should be allowed to study.

Teachers with full schedules may tend to look upon the addition of health instruction to their programs as an unnecessary burden. The school and class-room programs may need rearranging for inclusion of the health instruction without increasing the work of either teacher or child. Whether it is given as a separate course or is incorporated in the various studies already in the curriculum is probably a matter of expediency and personal preference, though undoubtedly the health work can be related to other school work to good advantage.

The school physical examinations may serve as another means of educating the class-room teacher to the importance of good health habits. In large schools where examinations may be done over a considerable period of time it is often impossible for the teacher to leave her class to be present during the examinations, and for adolescent boys and girls, it may be undesirable to have her present. However, in some cities it has been found feasible to ask for volunteers from the teachers to assist in and observe the examinations of the younger children. In smaller schools, especially in rural schools, often the teach-

er is the doctor's assistant and record keeper during the examinations, regular school activities halting during the process. Such experience has proved valuable, especially where preliminary physical inspection of the children has been made by the class-room teacher.*

Whether or not the teachers can observe the physical examinations they should have ample opportunity and encouragement to see the health records of the children under their supervision. Too frequently such records are filed away by the examiner after recommendations have been made. They are invaluable to the class-room teachers both for their educational uses and for helping the teachers to understand the behavior and mental capacities of their pupils, as affected by their physical state.

It seems hardly necessary to state that the school physical examination may be educational as well as helpful in finding defects that need correction if the findings are explained to the child as the examination proceeds. For young children this explanation should be given to the parents also but most children of school age are old enough to understand simple statements of why teeth decay, why infected tonsils or adenoids should be removed, why more sleep is need, and the like. If the class-room teacher follows up the doctor's recommendations in her school contacts with the children she will increase the effectiveness of the consultations and home visits with the parents. The results of the physical examination may be used as a basis for health improvement contests

or other educational work in the class-room.

With good sanitary facilities and other provision for hygienic living in the school building the teaching of good health habits is simplified greatly. The school plant itself may be used as the basis for instructing children in the desirability of sanitary equipment and in its proper use. Small toilet rooms with enclosed toilets for privacy prevent the spread of undesirable habits connected with elimination. Unless adequate washing facilities are supplied it is difficult to instill the habit of washing the hands after going to the toilet. Hot and cold running water, soap, preferably in liquid or powder form rather than in cakes, and paper or individual cloth towels are valuable aids in teaching cleanliness, and the dangers of infection from the use of common towels. The common drinking cup is largely a thing of the past, drinking fountains, paper cups, or individual cups brought to the school by each child being used in most schools. The proper use of the drinking fountain may serve as a lesson in sanitation and reduce, if not eliminate, playing with it. Where the school includes or has the use of a swimming pool other lessons in cleanliness and sanitation may be drawn from this source.

Many schools provide a thermometer for each room. Permitting the pupils to read this and to regulate the heat by it, can be the basis of further health teaching. The regulation of the class-room ventilation offers similar opportunities. Less scope for activity is provided in regulating the light but even this can be used in the health teaching program.

Desks and seats of adjustable heights can illustrate graphically the effect of seating arrangements on posture and can develop into fuller posture studies. Sundry activities about the class-room, such as walking, standing, reading and writing positions, or bending to pick up dropped books can also be utilized in emphasizing good posture.

*In Detroit schools all first and fifth grade children are examined by school physicians. Other grades are inspected and weighed and measured by their teachers, all those 15 per cent or more underweight and those in whom the teacher notes other defects being referred to the school physician for further examination. Eighty per cent of the children in this way have been found to need medical attention and subsequently have been referred to their family physician. It has been suggested that children might be referred by the teacher directly to the family physician thus leaving the school doctors free to examine the children not referred for possible defects not seen by the teachers. As the school doctors do not treat any of the children but simply refer them to family physicians or to clinics for care, this would eliminate an extra examination for one group of children and result in the more frequent examination of all the children.

In schools where a lunch, or even a single hot dish is served at noon, nutrition lessons can be introduced quite logically. If the lunch is prepared by girls in home economics classes its preparation will involve studies of food requirements, food values, meal planning, malnourishment and related subjects as part of the class work. Those children who take no part in the meals' preparation may get some of this information through posters in the lunch room and talks by their class room teachers. Where a choice of foods is offered as in a cafeteria, a public eating place, or shops which supply foods to supplement sandwiches brought from home, time devoted to teaching the wise choice of food for good health is well spent. Persons who serve behind the counter have a great opportunity for influencing wisely the children's choice of food. In some schools, especially where the noon meal is subsidized by the school, the checker or other meal-time assistant may see that the children select a desirable variety of foods to avoid an excess of starch, sweets, or meat. Another method of accomplishing the same end is to require the choice of one food from each of several groups of dishes, those in each group being similar in food value. Ten or fifteen minutes before the lunch period used for discussing the choice of food or the lunches brought from home will help the children to select diets to meet both their needs and their purses. So much illustrative material on school lunches is available in the form of posters and pamphlets free, or obtainable at small cost, that any class-room teacher can acquire considerable information on the subject in a form readily passed on to her pupils. She needs encouragement and direction in doing this but home economics teachers or supervisors, local or state, can

supply the material or tell where it may be obtained.

When the school program makes no allowance for a specific course to teach health (and even when it does supplementary teaching is valuable), many health lessons can be embodied in the regular curriculum.

Geography offers an opportunity for a study of food stuffs and of the effect of temperature on health. Arithmetic may easily include problems of height and weight relations, and even of food allowances. Civics provides an excellent starting point for studies of city sanitation, milk and water supplies, and for studies of the school facilities for sanitation, heating, lighting, ventilation and the like. Such studies should, of course, be set up as studies of what is good for children rather than as a criticism of the school authorities. Many physiology and biology teachers devote a fair share of their courses to hygiene and the development of good health habits. The use of daily records with space for checking or scoring desirable practices is one method used with good results that can be incorporated into any of several different courses. Reading and writing may, within reason, utilize health material for their practice work.

In combining health lessons with other courses care must be taken to avoid over emphasis. The health topics should be presented and discussed in much the same way that any other subject matter is used, with simple explanation so that the information may be understood by the children, and some application so that its relation to their health is realized. A good example of healthful living in the teacher and an understanding of the "why" as well as the "what" of desirable health practices will go far toward making good health habits part of the child's daily life.

The Annual Conference of the Progressive Education Association will be held at Washington, D. C., April 3-5. The general topic for discussion at the Conference will be "Education and the Larger Life."

Bibliography Suggested as Helpful in the Teaching of Nature Study

THEODOSIA HADLEY

Professor of Nature Study, Western State Teachers College, Kalamazoo, Michigan

THE teacher should make a point of adding each year and more often if she can finance it, a nature story book to the school library. If the children assist in raising money to buy books, they will take more interest in their library.

The school should elect a librarian and an assistant librarian so if the child who is librarian is absent the assistant librarian can function. Books should be issued by the librarian to any child wishing to draw a book over night or for the week-end. The children should make rules about returning books on time and in good condition.

Stories of Animals

1. African Jungle Life
Major A. R. Dugmore
Simba—lion Macmillan, 1928
Timbo—elephant Pleasingly written
Mbogo—buffalo
Kifarn—rhinoceros.
Twigea—giraffe
2. Natural History Animals
George Jennison
Macmillan, 1927
343 pps., 300 ill.,
16 colored
3. Bambi—A Life in the Woods
Felix Salton
Simon and Shuster
New York, 1928
An excellent story of a deer. Children are enthusiastic about it.
293 pps., 26 ill.
4. The Black Bear
Wm. A. Wright
Scribners, 1910
5. Best Dog Stories
Many authors
Rand McNally, 1925
322 pps., 10 colored plates
6. Prince and His Ants
Vaniba (Lingi Bertelli)
Holt, 1910
275 pps., 90 ill.
7. Pammy and His

Friends

8. Song of the Cardinal
Very popular story of the cardinal. Not entirely accurate but good for children to get the point of view of the bird.
9. The Heart of a Dog
All of Terhune's Dog stories are well written and entertaining.
10. Lad a Dog
11. Treve
12. Buff, a Collie
13. Biography of a Grizzly
All of Thompson-Seton's books are beloved by children.
14. Krag and Johnny

Scribners, 1928
83 pps., 53 ill.

Gene Stratton Porter
Grossett & Dunlop,
1915
141 pps.

Albert Payson Terhune
Doran, 1924
249 pps., 8 ill.

Albert Payson Terhune

Albert Payson Terhune

Albert Payson Terhune

Ernest Thompson Seton
Century, 1900
167 pps., 75 ill.

Ernest Thompson

- | | | | |
|--|--|---|----|
| Bear | Seton
Scribners, 1902
141 pps. | 1926
305 pp., 35 ill. | |
| 15. Trail of the Sand Hill Stag | Ernest Thompson Seton
Scribners, 1919
93 pps., 7 ill. | 25. Second Jungle Book
Rudyard Kipling
Doubleday Page, 1926
324 pps., 5 ill. | 3. |
| 16. Wild Animals I Have Known | Ernest Thompson Seton
Scribners, 1903
358 pps., 200 ill. | 26. Just So Stories
Every child should read the Jungle Book and they love these fairy stories.
Rudyard Kipling
Doubleday Page, 1926
249 pps., 20 ill. | 4. |
| 17. Red Fox | Chas. G. D. Roberts
Page and Co., 1905
340 pps., 49 ill. | 27. Longlegs the Heron
Thornton W. Burgess
Little Brown, 1927
201 pp., 8 colored ill. | 5. |
| 18. Stickeen
The best dog story ever written. | John Muir
Houghton Mifflin, 1909
74 pps.
Best dog story | 28. Jungle Peace
Wm. Beebe
Holt, 1919
293 pp., 16 photos (Story of hoatzin) | 1. |
| 19. The Good Dog Book | John Muir
Houghton Mifflin, 1924
264 pps., 5 ill.
Compilation of dog stories | 29. Edge of the Jungle
Wm. Beebe
Holt, 1927 | |
| 20. The Story of Scotch | Enos Mills
Houghton Mifflin, 1923
63 pps., 7 ill.
Dog story | 30. Bird Stories
Edith M. Path
Atlantic Monthly, 1901
212 pps., 88 ill. | 2. |
| 21. The Grizzly | Enos Mills
Houghton Mifflin, 1924
284 pps., 10 ill. | 31. Sigurd, Our Golden Collie
Katherine Lee Bates
Dutton, 1919 | 3. |
| 22. The Call of the Wild | Jack London
Macmillan, 1924
254 pps., 17 ill. | 32. Wild Animals Every Child Should Know
Julia Ellen Rogers
Doubleday Page, 1913 | 4. |
| 23. Grey Squirrel | Joseph Wharton
Lippincott
Pennsylvania Publishing Company, Philadelphia, 1921
144 pp., 15 ill.
Best squirrel story | 33. Ways of the Six-Footed
Anna B. Comstock
Ginn, 1903
149 pps., 42 ill. | |
| 24. First Jungle Book | Rudyard Kipling
Doubleday Page, | 34. Happy the Life of a Bee
Walter F. McCaleb
Harper, 1917
120 pps. | 6. |
| | | Physical Nature Study | |
| | | 1. The Story of Petroleum
Free
Standard Oil Co. October, 1926
Michigan Ave., Chicago
Walter Hough | 5. |
| | | 2. The Story of Fire
Walter Hough | |

- | | | | |
|----------------------------|--|--|---|
| | Doubleday Doran,
1928
198 pp., 30 ill. | 7. The Friendly Stars | Martha E. Martin |
| 3. The Book of Electricity | Bertha M. Parker
Houghton Mifflin,
1928
314 pp., 180 ill.
Simple experiments for sixth grade children. | 8. The Young Folks Book of the Heavens | Mary Proctor
Little Brown & Co.,
1925 |
| 4. The Marvels of Science | M. K. Wischart
254 pp., 35 ill.
Century, 1928
Radio, glass, paint, asbestos, aluminum | 9. The Book of the Stars for Young People | G. E. Mitten
A. C. Black, Soho Square, London,
1917 |
| 5. Everyday Science | L. M. Parsons
687 pp., 650 ill.
Macmillan, 1924 | 10. The New Heavens | George A. Abb
George E. Hall |
| | | 11. The Earth and the Stars | C. A. Abbot
Van Nostrand, 1925 |
| | | | Good reference, interestingly written. |
| | | 12. The Book of the Stars for Young People | Wm. T. Olcott
Putnam, 1923
399 pp., 16 ill. maps |

Bibliography of Stars

- | | | | |
|--|---|---|---|
| 1. The Stars in Song and Legend | Jermain C. Porter
Ginn and Co., 1901
129 pp., 35 ill.
Best book on myths and constellations. | 13. Possible Worlds A Scientist Looks at Science. | J. B. S. Haldane
Harper Bros., 1928
305 pp.
Arresting, stimulating, provocative. What use is astronomy? p. 127. Possible Worlds, p. 272. |
| 2. Depths of the Universe For the teacher. | George E. Hale
Scribners, 1924
98 pp., 90 ill.
Inspirational reading for teacher | 14. Handbook of Nature Study | Anna Botsford Comstock
Comstock Pub. Co.
938 pp., 1,000 ill. |
| 3. Source Book in Astronomy | Harlow Shapley and Helen Howarth
McGraw Hill, 1929
407 pp., 4 ill. | | An indispensable book for the teacher. |
| 4. Constellations and Their History | Chas. Whyte
Chas. Griffen Co., 1928
London
284 pp., 4 plates
Monthly star maps | | |
| 5. The Call of the Stars | John R. Kippax
Putnam, 1919
284 pp., 20 ill.
Seasonal star maps | | |
| 6. Wonders of the Stars | Joseph McCabe
Putnam, 1923 | | |

Bibliography of Weather

- | | |
|--------------------|---|
| 1. Why the Weather | C. F. Brooks
Harcourt Brace & Co., 1924
299 pp., 37 photos
Reference book for the teacher.
Interestingly written. |
| 2. Fogs—Clouds | W. J. Humphreys
William Wilkins,
1926
101 pp., 93 ill. |

Teacher Diagnosis of Behavior Problems in the Kindergarten

CARYL BENTZ

Madison, Wisconsin

INTRODUCTION

THE kindergarten teacher is confronted with numerous behavior problems and the question is how to go about handling the situation tactfully, so as not to hinder the mental, the physical, and the social growth of the five year old.

Many kinds of behavior now regarded as undesirable are only expressions of normal child activity necessary for healthy development, but which conflict with adult standards of behavior. "Sit still" and "be quiet" are easy to say, but to a healthy youngster full of life and enthusiasm, such commands are difficult to carry out for more than a few minutes at a time. After all is it a natural thing for a little four and a half or five year old to sit still and be quiet very long at a time? Does the teacher help or hinder the child in making his social adjustment? Too often the child's natural activity and experimentation is thought of as problem conduct, because it does not fit in with adult standards of controlled orderly behavior. What constitutes a behavior disorder and why certain forms of behavior are problems are questions of personal and social attitudes. In so far as parents and teachers have different nervous constitutions and different experimental backgrounds, there will be differences in the requirements they strive for, and the responses they make to the behavior of their children.

The usual treatment of behavior disorders in the children is directed toward undesirable behavior, instead of toward

the underlying causes that produce the maladjustment.

It is the teacher's duty to study the child's past experiences and to locate, as far as possible, the causes of his destructive behavior, if it be such, and from this point, to change his environment so as to recondition his responses and build up new habit patterns. If you want a child to stop doing something, furnish him with something better to do. The teacher should utilize day-dreaming. Dreams are absolutely essential for the achievement of great things. If the teacher tries to find out what the child is dreaming about, if she learns what it is that he wants to conquer and sets about assisting him to conquer in reality, she is helping him to grow. She is helping him to execute.

The teacher should emphasize the things the child does well and minimize his difficulties. She should start busying him in the things for which he is ready in order to bring about satisfaction to him. Not to engage in things for which he is ready or to be forced to engage in things for which he is ready or to be forced to engage in things for which he is not ready will bring him annoyance.

The obvious question is—Shall children then not be impressed with their faults? Shall they be left to disobey without punishment? The answer is that children are generally only too well aware of their misbehavior and that the usual forms of criticism and punishment only antagonize and arouse feelings either of personal "badness" of or bravado. The whole value of punishment depends upon its objective employment. The child readily distinguishes between punishments that are ad-

ministered with personal feeling and those which are intellectually directed.

So long as attacking behavior is counter-attacked, the child's adjustment to authority will not be solved or placed on a healthy constructive basis. The counter-attacking may take the form of shaming the child, criticizing him before the group, exacting confessions, requiring apologies, or of restrictions, imposition of tasks, and negations. The adult too often resorts to some show of authority. By counter-attacking the child, the teacher runs two risks—either the child's sense of guilt and personal "badness" is raised to a point where he identifies himself so thoroughly with his misconduct that he no longer has confidence in his ability to meet the standards of behavior set for him, or his antagonism to authority become further entrenched with the result that he increases his efforts to retaliate. Constructive behavior is that which is based on purposes that are socially useful and lead on to further purposes. The aid the individual in making his adjustment to other individuals.

Listed on the following pages are specific problems which the writer has found in her experience. In some instances mere mention of these problems in behaviorism is noted to call attention to them. The case study is attempted in certain of these problems, where the writer has been particularly interested in the handling of such.

PHYSICAL BEHAVIOR PROBLEMS

1. CASE STUDY: NAIL-BITING

Paul has the very bad habit of biting his finger nails. He is a nervous, sensitive, high-strung child in the kindergarten room. He is the type, who flits from one activity to another. Any over-stimulating apparatus or exciting game, as a block race, gets him all keyed up. He needs considerable guidance, so that his time will be properly balanced.

PROBABLE CAUSES

Because of this nervous, quick, fidgety energetic temperament, the children no doubt add stimulation to his nature upon which everything seems to register on the nervous system in an exaggerated manner. Not enough sleep at night; no afternoon nap. Undernourished. Irregularity of eliminations.

SUGGESTED PROCEDURE OR TEACHER TECHNIQUE

The first problem is to treat the general condition of the child. Get in touch with the parent or cooperate with the school nurse. All physical defects should be corrected and the problems of sleeping, eating, and eliminations investigated.

Having the mother and father see the problem as one of the child and, not of the finger nails, will do much to overcome the habit. Tonsils and adenoids should be removed to remedy fatigue, thus insuring child better health.

A small manicure set for cleaning the nails in all probability will arouse the child's interest; will appeal to his sense of pride. If the parent will take time to manieure the child's nails properly, she will have made an appeal on a high plane, in which the child can take an active interest and can see tangible evidence of success.

Warning: Parents should not give this undesirable habit too much attention. Divert the child's activity into other channels without letting him appreciate just what is being done. If the other outlets are wisely selected, if they interest the child sufficiently, it will soon be found that the new interests supplant the old, and that the undesirable habit no longer exists.

2. CASE STUDY: BITING

Lyle is a leader and has quite an influence over two of the children in the group. He slips away from the group of thirty-five frequently very slyly almost always taking the same two youngsters with him. We have a kitchen off from the kindergarten and a roomy store room with

shelves, both ideal spots for privacy. Lyle is continually plotting for some mischief. His chief interest seems to be in people rather than in things.

If a fourth boy interferes, Lyle's only weapon seems to be a bite to let the other child know he is not welcomed. The two boys he chooses are two who are not interested in constructive purposeful activity. They are the "follower" type with no initiative.

PROBABLE CAUSES

Defensive behavior. Untrained in the home. Mother works during the day. No doubt this bad habit has come about in his endeavor to protect himself against the bigger boys—boys taller and heavier in the kindergarten although they may be younger. Lyle is an exceptionally little fellow, who is underweight and under-height. The only behavior the weak person has habituated for meeting difficult situations.

SUGGESTED PROCEDURE OR TEACHER TECHNIQUE

Children want to feel their own power in one way or the other. It is the duty of the teacher to guide this energy in the right direction. If possible interest the child in something not personal, interest him in the manipulation of things rather than people.

MENTAL BEHAVIOR PROBLEMS

1. CASE STUDY: TATTLING

Mary Jane is a regular little busy body, tending to everybody's business but her own. She always sees the other child's mistakes and delights in reporting it to the teacher. If Bobbie drinks his milk before we have said grace, Mary Jane must see to it that I know it. She leans toward the whining, fault-finding type. If another child comes with some little surprise for me and Mary Jane has seen it before it is time to come in, she will hurry in to be the one to tell me, spoiling all the fun for the other child.

PROBABLE CAUSES

Jealously will sometimes cause one child

to tattle on another. If a child thinks another child is getting more attention than she is, tattling may be used as an attention getting mechanism. A feeling for justice may cause tattling. Sometimes it is the child's way of helping to have an orderly room—over-conscious.

SUGGESTED PROCEDURE OR TEACHER TECHNIQUE

Make as little out of it as possible. Rather ignore the tattle-tale. Give her to understand that none of us are perfect; we all make mistakes, but that it isn't polite to speak about other people's mistakes in the group.

SOCIAL BEHAVIOR PROBLEMS

1. CASE STUDY: UNSOCIAL REACTION: INDIVIDUAL CHILD, THE DAY-DREAMER

Lorrayne never wants to share with the other children. He would monopolize the sand table with all of its toys, if given a chance. He will stay on at the sand table often after the group has been called together for another activity. In fact he would stay all morning unless spoken to individually. He is prone to fuss around by himself a great deal. He delights in experimenting with the electric lights, locks doors in the toilet room from inside and crawls under door; takes screws out of hinges on toilet room door; takes soap contrivance apart, etc. He never gets his place ready for hand washing and lunch until reminded. He is generally off bounding a ball or playing in the sand. He invariably keeps the group waiting. He has been in the kindergarten a year and still does not have the feeling of cooperation. He is individualistic in his play, living in his own little world of dreams and is not interested in doing what the group is engaged in doing.

PROBABLE CAUSES

He is immature for the group. In addition he is babied at home. He may not have a ball or sand at home, because he comes from a poor environment. Since he is an only little boy with one older sister, who may get more attention at home, he

does not feel he can do things as well as the other children. Mental inferiority or insecurity created in the home is difficult to overcome. He has no children his age with whom to play and thus have the experiences of getting on with others. He has no social contact in the way of little children, no opportunity for exchange of ideas—give and take relationship. He is allowed to play alone too much and does not feel the need of other children for happiness in his life thus far.

SUGGESTED PROCEDURE OR TEACHER TECHNIQUE

Try to interest the child in working with the group. Suggest to him that he invite some other little boy or girl to share the ball with him. Show them a game to play with ball. If playing in the sand, encourage him to get other children to help him or suggest that he help them. Introduce the idea of sharing.

2. CASE STUDY: TANTRUMS

Jack is not a strong looking child, in fact, he has quite bad dark circles under his eyes for a child. However, the first two weeks did not bring forth any evidence of temper. The first part of the third week the school nurse invited us into her room to be weighed and measured. Jack ran and hid in the store room. When I went over to get him and suggested that he join us, he said, "No, I don't like nurses, I won't go." I did not urge the child to come, thinking he could go in another time, and would not force him to come along. I suggested that he stay in the kindergarten room, if he wished, and play in the sand box or look at picture books until we got back. When we returned, Jack had run home. He lives right near the school and knew his way home alone. After this began the contrariness, which later often developed into regular temper tantrums. Often a "foolish," "silly" talk resulted, a form of embarrassment.

In talking with the mother, I found that Jack had an enlarged testicle and that

talk of an operation had been spoken of in his presence in the home. A dislike for doctors and nurses or an unpleasant association had been set up.

Fear of adult authority showed itself from then on. If his notions were thwarted in the slightest degree, he would carry on in a most conspicuous and uncontrolled manner. Following a tantrum he is apt to get sullen, then repentant. He is very lovable in many instances. Sometimes I think it is an inferiority complex. There seems to be a self-consciousness.

PROBABLE CAUSES

First and foremost—ill health. A method of gaining his own purposes, probably a carry-over or an extension of crying habits, whereby the infant became accustomed to declaring his wants. Desirous of attracting attention. Used to being in the limelight at home. Pampered. He likes to see if such a performance will annoy the teacher, knowing it does disturb in the household, he tries it with the teacher to get a reaction.

SUGGESTED PROCEDURE OR TEACHER TECHNIQUE

Do not capitalize this form of behavior. Do not let child or other children in the group view this behaviorism as annoying personally to teacher. Never use shame as a form of punishment. If the teacher ridicules the child for violating some law of her own, she may be making a hero of him because he has been brave enough to defy her. He can be told in a simple non-emotional way that people do not usually do such things.

BIBLIOGRAPHY

- Morgan, J. B., *The Psychology of the Unadjusted School Child*. Macmillan Co., 1927.
- Richardson, F. H., *The Nervous Child: Nail Biting*. Hygeia, Vol. 5, Dec.-Jan., 1927.
- Thom, Douglas A., *Every Day Problems of the Every Day Child*. D. Appleton & Co., 1928.
- Watson, John, *Psychological Care of Infant and Child*.
- Wickman, E. K., *Children's Behavior and Teacher's Attitudes*. Institute for Child Guidance, The Commonwealth Fund, Division of Publications, 1928. New York City.
- Zachry, C. B., *Personality Adjustments of School Children*. Charles Scribner's Sons, 1929.

THE LABORATORY SECTION

A Pioneer Cabin

HELEN M. COOPER

Third Grade Supervisor, Paw Paw Training Unit, Western State Teachers College,
Kalamazoo, Mich.

PIONEER life was the unit of study in the Third Grade. Interest had been particularly strong because the local community was in the midst of its Centennial celebration.

A study of the life of the early settlers opened up a field of wide possibilities and provided many worthwhile and stimulating experiences for the children. Information was at hand because of the general interest throughout the community. Many valuable exhibits were on display and the oldest inhabitants were happy to pass on to the children their stories of early life in the community.

After a number of discussions and reports and several excursions to points of local historical interest the children seemed to be eager for some means of expression for the facts they were learning. Upon consideration it was decided to make a pioneer cabin large enough to accommodate real furniture and antiques which were available.

The class-room afforded ample space for such construction by re-arranging the movable furniture. Screens were used as a framework and these were covered with heavy brown paper marked with chalk to resemble logs, thus making three walls of the cabin. The fire-place was built with orange crates. These, too, were covered with the ever useful brown paper. A chimney and a hearth were added and all painted like field stone, as the chil-

dren had found this to be the material the pioneers had used for fire-places in their homes. The Manual Training Department furnished a board which served as a mantel shelf and the construction was finished.

This fire-place provided the real center of interest of the whole undertaking, and proved to be one of the most valuable parts of all, not only from a construction standpoint, and from the point of information gained, but also from the atmosphere it gave to the whole situation. A spirit of hospitality and good will seemed to dominate and a feeling of cooperation and the sharing of an enjoyable experience seemed to come with an ease and whole-heartedness that was marked.

Furnishing the cabin opened up another field wide in scope and possibilities. Many things found their way to the cabin. A spinning wheel, chairs, old linen and a candle mold were accepted without question, but it soon became evident that discrimination would be necessary as some things were making their appearance in the room which might not belong to the period. More investigation was necessary. More facts were needed. The result was that the electric iron and the aluminum percolator were ruled out with emphasis. Comparisons of this early period with ours were constantly being made, all in a most vivid manner. The children were learning in a convincing way the con-

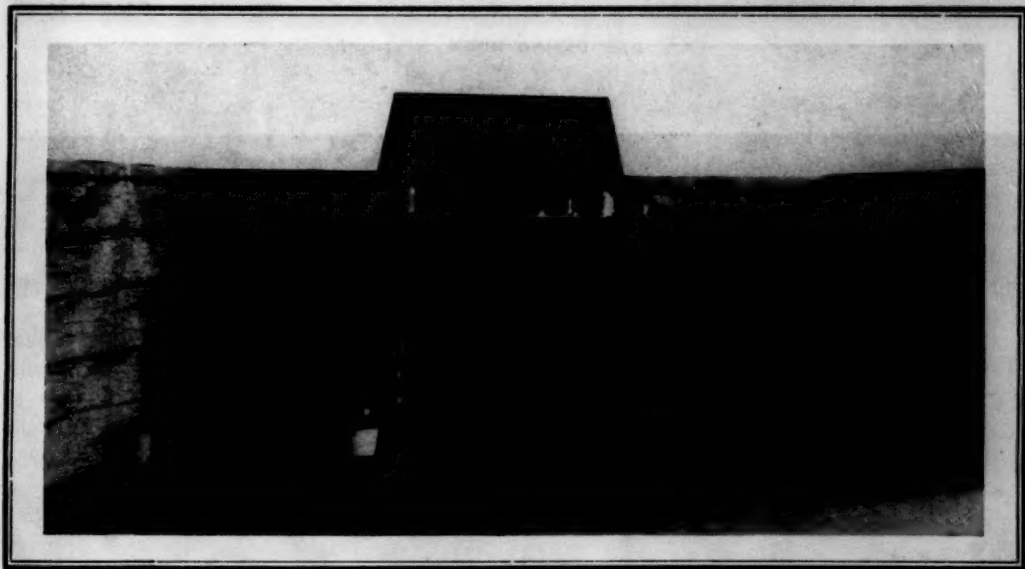
tribution of the past to their comfort and happiness, and the hardships that were necessary in its realization.

Interest and enthusiasm throughout the construction period was plainly evident. There was an attitude of inquiry and investigation which brought excellent results, but the real joy of the situation came in using the cabin after it was finished. In many construction units we find that interest decreases as the actual work comes to an end. The children have had enough of it and do not care for it longer. In this case the children were happy to use their cabin. Their unconscious reactions were interesting to note. Class work was carried to the cabin. Group discussions or individual activities took on added interest there and we found not only our work in social studies but all our day's work centering there with keen enjoyment of the situation. The children were found rocking in front of

the fire-place, sometimes telling stories, sometimes singing, sometimes reading, and always enjoying their work there.

In considering this unit it seems that it was successful because of interest in the subject and because information was easily accessible. Planning offered not too many difficulties. The construction was easy enough so that all could participate and even the most unskilled felt that their efforts were worthwhile contributions. The finished piece of work was one to be proud of—and all felt the pride of achievement. The cabin was large enough to be lived in and to be really enjoyed by the group. It provided a social atmosphere to which there was a splendid response.

These factors, in addition to the information which came to the children through the study, contributed to make this one of the worthwhile experiences of the year.



PLAY HOUSE

Especial attention was given to color schemes, proportion and arrangement.



DINING ROOM



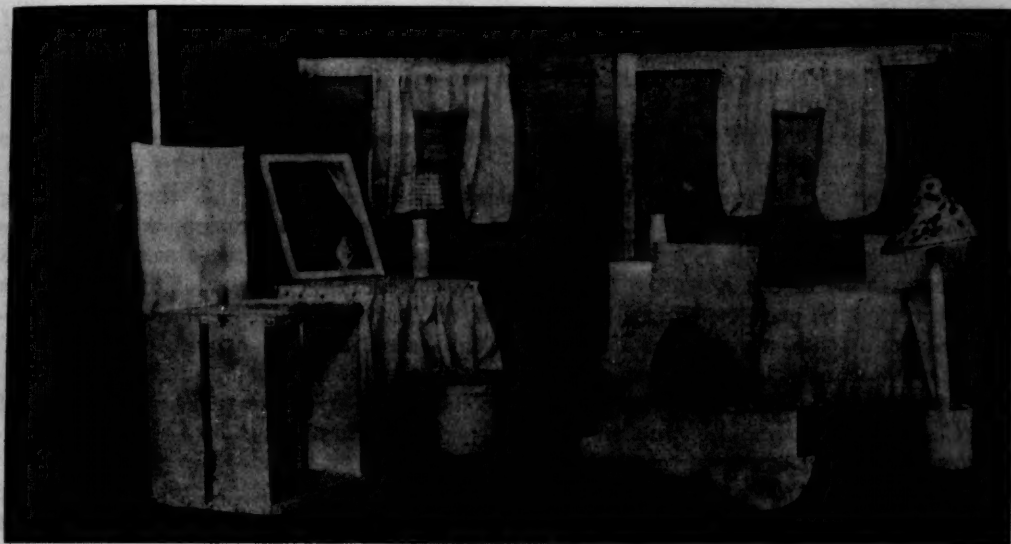
LIVING ROOM

E

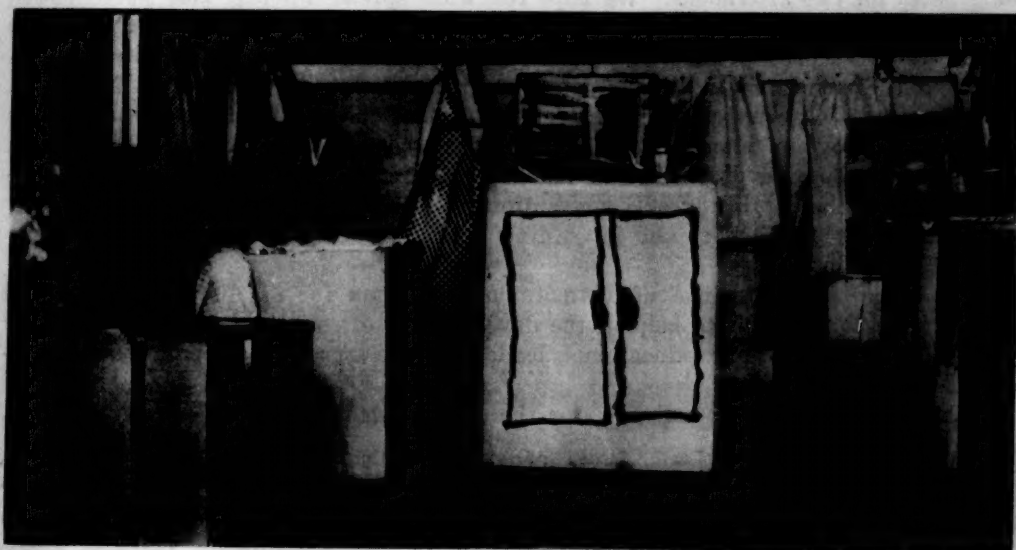
PROJECT

DORIS CHILDS

Washington Kindergarten,
Lowell, Massachusetts.



BED ROOM



KITCHEN

Annual Convention, International Kindergarten Union, Memphis, Tennessee

MARGARET COOK HOLMES
President, International Kindergarten Union

AS this number of CHILDHOOD EDUCATION goes to press the Executive Board of the International Kindergarten Union is busily engaged in preparing the program for the Thirty-seventh Annual Convention to be held in Memphis, Tenn., on April 22-26, 1930.

A preliminary survey of the Convention plans marks the following activities as among the high spots of the meeting.

The report to be presented by the Amendment Committee and the Conferring Committee, working together on the amendments to our constitution, will make the business meeting of this convention one of vital significance to the association. It is the earnest hope of the Executive Board that a representative group of delegates from all sections of the country will be present and will have previously discussed the proposed amendments with their local groups in order that any changes in the constitution adopted at this convention shall represent the thoughtful opinion of the members of our association. Members of the association are urged to re-read the report of the Conferring Committee published in the convention number of CHILDHOOD EDUCATION, June, 1929.

Come to the convention prepared to give your constructive assistance in making the constitution an efficient instrument to enable us to continue the high traditions of our past achievements, to effectively meet the needs of today and to be ready to progress to meet the needs of tomorrow, in the field of early childhood education.

Another high spot is the experiment to be tried this year in conducting group conferences for two afternoons. We hope for wide spread interest and participation in these group discussions and trust that they will develop into reports from the groups which may be printed in CHILDHOOD EDUCATION or published in Leaflets. Topics and Chairmen will be noted in the April number of CHILDHOOD EDUCATION.

The reports concerning the business management of CHILDHOOD EDUCATION by the I. K. U. will prove an interesting feature of this convention. We hope to make a satisfactory accounting of your faith in the Journal expressed through the underwriting of the Journal at last year's convention.

Memphis is offering us an interesting morning of school visiting and many pleasant social interludes.

Read the April number of CHILDHOOD EDUCATION for the list of speakers and plan to come to Memphis to help in the development of our organization, to grow through contact with our educational leaders and to express to Memphis our appreciation of her hospitality.

The following are the chairmen for the local committees:

- | | |
|---|---|
| General Chairman, Mary L. Leath, Board of Education, 317 Poplar Ave. | Transportation, Mrs. T. L. Rieger, Chairman, Memphis Kindergartens, 2356 Parkway Place. |
| Vice Chairman, Mrs. Eldran R. Rogers, President, State Federation Women's Clubs, 1443 McLemore Ave. | Press, Mrs. W. J. Gilfillan, Director, Mental and Educational Measurements, Board of Education, 317 Poplar Ave. |

Headquarters and Accommodations, Mrs. W. H. Dilatash, Pres., Memphis Federation Parent-Teacher Association, 1792 N. Parkway.

Hospitality, Sam L. Ragsdale, Vice President, N. E. A., 1429 Faxon Ave.

Places of Meeting, Kenneth W. Warden, Director, Department of Research, Board of Education, 317 Poplar Ave.

Finance, Delle Patterson, Chairman, Memphis Council Primary Education, 144 N. Belvedere.

Credentials and Election, Zelia Rudisill, Director, Penmanship, Board of Education, 317 Poplar Ave.

Decorations, Pearl Deen, Director, Intermediate Grades, Board of Education, 317 Poplar Ave.

Badges, Carlatta Pittman, President, Memphis Teachers' Association, 151 Clark Place.

Music, Clementine Monahan, Director of Music, Board of Education, 317 Poplar Ave.

School Exhibition, Mary V. Moore, Director of Art, Board of Education, 317 Poplar Ave.

Commercial Exhibit, L. W. Paschal, Director of Manual Training, Board of Education, 317 Poplar Ave.

Printing, E. H. Smith, Shop Supervisor, Memphis Technical School, 1266 Poplar Ave.

Social Activities, Mrs. E. G. Willingham, Pres., Nineteenth Century Club, 1433 Union Ave.

School Visiting, City Schools, Kenneth W. Warden, Board of Education.

Pages, Mrs. R. B. Gordon, Chairman.

LIST OF HOTELS, MEMPHIS, TENNESSEE

HOTEL PEABODY

HEADQUARTERS

Single rates	\$3.50—\$12.00
Rates for two	5.50— 10.00
All rooms with baths.	

HOTEL CLARIDGE

Single rates (with baths)	\$3.00—\$4.00 up
Rates for two (with baths)	4.50— 6.00 up

HOTEL GAYOSO

Single rates (without baths)	\$2.00—\$2.50
Single rates (with baths)	3.00— 6.00
Rates for two (without baths)	3.00— 4.00
Rates for two (with baths)	5.00— 7.50

HOTEL CHISCA

Single rates (without baths)	\$2.00
Single rates (with baths)	2.00—\$6.00
Double rates (without baths)	3.50
Double rates (with baths)	4.50— 7.50

HOTEL PARKVIEW

Single rates (with baths)	\$3.50
Rates for two (with baths)	6.00

HOTEL AMBASSADOR

Single rates	\$1.50—\$2.00
Rates for two	2.50— 3.50

HOTEL ADLER

Single rates (without baths)	\$1.50
Rates for two (with baths)	3.50—\$5.00
Rates for two (without baths)	2.50— 3.00

HOTEL TENNESSEE

(Opposite Hotel Peabody)

Single rates	\$2.00—\$3.00
Rates for two	3.00— 4.50
All rooms with baths.	

Reservations at hotels should be made direct with hotel management. Make your reservations early. Lists lower rate hotels and private homes sent upon request to Mrs. W. H. Dilatash, Chairman, Committee on Accommodations, 1429 North Parkway, Memphis, Tenn.

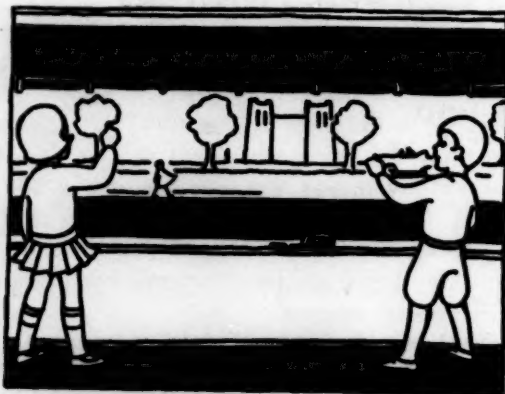
TRANSPORTATION TO MEMPHIS

A reduction of one and one-half fare on the Certificate Plan will apply for members attending the meeting of the International Kindergarten Union, to be held at Memphis, Tennessee, April 22nd-26th, 1930; also for dependent members of their families, and the arrangements will apply from any point in the United States and on certain lines from Manitoba, Canada (inquire of ticket agent).

Children of 5 and under 12 years of age when accompanied by parent or guardian will, under like conditions, be charged one-half of the fare for adults.

The following directions are submitted for your guidance:

1. Tickets at the regular one-way tariff fares for the going journey may be obtained on April 18 to 24 from almost every point (inquire of ticket agent). Be sure that when purchasing going ticket you request a certificate. Do not make the mistake of asking for a "receipt".
 2. Present yourself at the railroad station for tickets and certificates at least 30 minutes before departure of train on which you will begin your journey.
 3. *Certificates are not kept at all stations.* If you inquire at your home station, you can ascertain whether certificates and through tickets can be obtained to place of meeting. If not obtainable at your home station, the agent will inform you at what station they can be obtained. You can in such case purchase a local ticket to the station which has certificates in stock, where you purchase a through ticket and at the same time ask for and obtain a certificate to place of meeting.
 4. Immediately on your arrival at the meeting present your certificate to the endorsing officer, Miss Mary Leath, General Chairman, as the reduced fares for the return journey will not apply unless you are properly identified as provided for by the certificates.
 5. It has been arranged that the Special Agent of the carriers will be in attendance on April 22 to 25, from 8:30 A. M. to 5:30 P. M., to validate certificates. If you arrive at the meeting and leave for home again prior to the Special Agent's arrival, or if you arrive at the meeting later than April 25, after the Special Agent has left, you cannot have your certificate validated and consequently you will not obtain the benefit of the reduction on the home journey.
 6. So as to prevent disappointment, it must be understood that the reduction on the return journey is not guaranteed, but is contingent on an attendance of not less than 150 members of the organization at the meeting and dependent members of their families, holding regularly issued certificates obtained from ticket agents at starting points, from where the regular one-way adult tariff fares to place of meeting are not less than 67 cents on going journey.
- Certificates issued to children at half fares will be counted the same as certificates held by adults.
7. If the necessary minimum of 150 certificates are presented to the Special Agent, and your certificate is duly validated, you will be entitled, up to and including April 29, to a return ticket via the same route over which you made the going journey at one-half of the regular one-way tariff fare from the place of the meeting to the point at which your certificate was issued.
 8. Return trip tickets issued at the reduced fares will not be good on any limited train on which such reduced fare transportation is not honored.
 9. No refund of fare will be made on account of failure to obtain proper certificate when purchasing going tickets, nor on account of failure to present validated certificate when purchasing return ticket.



JESSIE TODD
University of Chicago.

In Memoriam

The Committee of Nineteen and the International Kindergarten Union have met with another loss in the death of Mrs. James L. Hughes of Toronto, Canada, on December 24, 1929. Mrs. Hughes was President of the Kindergarten section of the N. E. A. at the Saratoga meeting in 1893 when the I. K. U. was organized. Thus, she was one of the founders and charter members of the I. K. U., and a member of the Committee of Nineteen from its inception at the Pittsburgh meeting in 1903.

As a Committee member her advice was always sane and wise. Loyalty to ideals, optimism, and courage were her outstanding qualities. I can hear her ringing words at one time when my courage failed: "The Lord reigneth—I have seen so many triumphs of righteousness I have no fear."

Mrs. Hughes is well known in this country as a leader in the kindergarten cause and a splendid type of womanhood. In Toronto the teachers call her the "Mother of the Kindergarten". We shall miss her from our circle of early workers, but she will be to us still a living presence of a good diffused.

LUCY WHEELOCK.

Laura Fisher Taussig died in Cambridge, Massachusetts, on January 7, 1930. Although for over ten years she has had no active association with the kindergarten, her deep interest in it never faltered. To her it was always "The Work", and to it she summoned all younger workers with an ardor which was a constant source of inspiration.

Born in St. Louis, she was one of the first of the pioneer group of kindergartners trained by Miss Susan E. Blow, and in association with the latter and Dr. William T. Harris she made the earliest successful attempt at the establishment of public school kindergartens in this country; and for some forty years thereafter devoted all the energy of her brilliant mind and untiring spirit to the work of kindergarten training and supervision.

The teachers of Boston, where the major part of this work was done, will be forever in her debt for her clear exposition of educational principles, her high standards of professional work, and, above all, her constant and inspiring emphasis on the great spiritual values of life.

CATHARINE R. WATKINS.

BOOK REVIEWS

Editor, ALICE TEMPLE

Helpful Material for Dramatization.—A book dealing in a very complete way with the creative drama of young children is now available.* It covers an interesting range from the simple dramatic play of the pre-school period to the formal dramatic presentation of the upper primary level.

"In dramatic play are found the beginnings of all parts of the drama; dialogue, characterization, costume, properties and settings." Simple dramatic play is stimulated by play materials. Blocks, toys, and dolls suggest "playing house," "playing store," "playing boat," and various other simple dramatizations.

Especially timely and suggestive is the chapter on original plays. "The curriculum must be one that supplies a rich background for experience and schoolroom procedure must offer opportunities for its free expression." The writer shows how the idea of a child, of a group, or of the teacher may be developed. The actual procedure in the construction of an original play is given.

Delightfully spontaneous and unhampered is the dialogue of the first rehearsals. The child's free expression is encouraged. Meanings are placed first. A gradual widening of the child's vocabulary follows. The author believes that the original play, realistic in design, approaches more nearly "the exact dramatic level of the young child."

Teachers in primary grades will find many helpful suggestions in the treatment of dramatization of the literary story. The suggestions for simple settings and properties as well as for the interpretation of characters are most practical.

The chapter on formal dramatic presentation is more technical. The plays here given could be used for children in the intermediate grades. The reader is taken into the class-

room. He may see the steps in the construction of the play, the casting of characters, the conducting of rehearsals, and the criticism whereby standards are raised. At no time in her scheme does the author fail to utilize the contributions of the children.

The making of costumes and the incentive it provides for purposeful activity is one of the strongest features of the book. The very simple costume requirement of the kindergarten child is emphasized. Patterns and directions for the detailed costumes for children of primary grades are clearly given.

Scenery provides a motive for the large, free paintings which children delight in making. Simple scenery for the play utilizes this urge. Forests and gardens, country roads, streets and houses are easily made by the children themselves. The properties provide purpose for simple industrial arts problems.

Rhythm and the dance, pageantry, and the puppet play are given their place in the scheme of the book.

The author has utilized her own rich experience in creative drama to make a valuable contribution to the color and artistry of the kindergarten and primary grades.

ETTA ANCHESTER,
Chicago Teachers' College.

The Relation of Physical Health to Behavior.—"It is a principle of child efficiency . . . that a child must first of all be in efficient health, or under medical care for that purpose, before any other attempts at correction of difficulties are begun. Without bodily efficiency, there can be no full measure of efficiency mentally, morally, or socially." This is the thesis of Dr. Mateer's little book* and one that finds a ready echo in the minds of parents. Physical illness is a familiar concept and its response to a tangible pill is

*Corinne Brown. *Creative Drama in the Lower School*. New York: D. Appleton and Co., 1929. Pp. XIV + 226.

*Florence Mateer. *Just Normal Children*. New York: D. Appleton & Co., 1929. Pp. XIV + 284.

reassuringly probable. If minor deviations from ideal behavior are many times only an expression of minor deviations from perfect physical health, as Dr. Mateer indicates, it is welcome news to a wider public than the one that knows the worth of a psychologist's care. If your child does not sleep or eat, or is "lazy," or does not concentrate, or is backward in school, or steals, or runs away, it may mean "anything from an infection which has not been recognized, to anemia or glandular disturbances." Most often it may indicate malnutrition, especially calcium deficiency. If these are cured the behavior problem often will be solved too. Perhaps Dr. Mateer has a little too blind a faith in medical science, which is sure of the role of calcium only in rickets and parathyroid tetany, and which recognizes only a few typical syndromes which may be cured by direct glandular medication. It is a plausible hypothesis that slight symptoms which are of the same general sort as these diseases present indicate similar correlated slight disturbances of internal metabolism and balance; at any rate, since it can do no harm, it is empirically justifiable to feed calcium and gland preparations to children with such symptoms. Evidence of good results is abundant, but perhaps Dr. Mateer is unduly generous in attributing these results wholly to medicine, rather than to psychology. The art of the physician has always been dependent upon the psychological facts of confidence, removal of worry, and what is especially important in the care of a "problem child," the consequent change in the attitude of the parents. The medical and psychological care of a child cannot and should not be dissociated, and this point is well emphasized by Dr. Mateer.

On the other hand, environmental factors which may be basic in producing undesirable behavior are somewhat neglected in this book. The effect of a "tired" parent, or an emotionally unstable one in producing similar characteristics in her child is not illustrated in the case studies.

The psychological treatment of various common problems is excellently and suggestively discussed. Many might not agree with Dr. Mateer's "moderate application of the principle 'an eye for an eye'"; viz:

"The hitting child must be hit, as hard or harder than he struck."

"The child who lies must be lied to."

"The child who runs (away) must be tied."

The method might in fact be a dangerous one if used by some one of less experience than Dr. Mateer in deciding to what cases it is applicable. But it is at least refreshing to read her honest opinion that "The child who cannot be checked in any logical way often responds beautifully to a good old-fashioned spanking."

The book is in the form of questions and answers, long since made popular by Holt. The questions are well selected and there is no dodging of issues. Each topic is introduced by an account of some particular illustrative case. The selection and description of these cases leaves nothing to be desired. The book is readable, the material well organized and clear. It is obviously based on first hand knowledge and thoughtful experience. It should have a wide appeal and considerable value to all those who are themselves facing the practical problem of managing the "normal child."

MARY A. M. LEE, M.D.

University of Chicago.

Teachers' Reactions to Children's Behavior.

—Although this is March, 1930, and the book * we are about to review was published in 1928, it reports an investigation too significant to be omitted. Mr. Wickman of the Institute for Child Guidance, New York City, conducted a controlled investigation to determine what effect the attitude of the teacher toward their conduct might have upon the behavior of the children.

The teachers in two city elementary schools were asked to list the types of undesirable behavior exhibited by their children and to score these. Three measurements were used to discover the teachers' attitudes toward these problems. "On appropriate rating scales that permitted quantitative scoring the teachers recorded their individual reactions to the problems themselves, then to pupils in whom the problems were observed, and finally to the total behavior adjustments of their pupils" (p. 11). Control ratings were secured from other representative teaching groups. Finally these behavior problems were rated by thirty mental hygienists.

A comparison of the reactions of the two groups, teachers and clinicians, shows that

*E. K. Wickman. *Children's Behavior and Teachers' Attitudes*. New York: The Commonwealth Fund Division of Publications. 1928. Pp. 247. \$2.00.

"teachers stress the importance of problems relating to sex, dishonesty, disobedience, disorderliness and failure to learn. For them, the problems that indicate withdrawing, recessive characteristics of children are of comparatively little significance. Mental hygienists, on the other hand, consider these unsocial forms of behavior most serious and discount the stress which teachers lay on antisocial conduct" (p. 129). Obviously, differences in methods of treatment are implied in such marked differences in attitude. Teachers tend to restrain the undesirable form of behavior rather than to discover and remove its cause, and thereby to fix rather than remedy the misbehavior. The author offers a possible program for the training of prospective teachers and the re-educating of those in service so as to develop more intelligent attitudes toward the whole problem of children's behavior.

The report is well worth careful study on the part of all those who have to do with the guidance and training of young children.

ALICE TEMPLE,
University of Chicago.

A New Book for Second Grade.—The author of *The Singing Farmer, I Live in a City, and I Go a Traveling*, has contributed a fourth little volume entitled "Busy Carpenters."^{*} Like *The Singing Farmer*, much of the material is in rhyme and all of it is rhythmic. Its five parts are concerned in turn with tools, building materials, what to build, painting their products, and play with the miniature city which the children carpenters have made. These topics indicate the richness of material included in this little book. One or two quotations will best show the character of the treatment.

A BOX FOR ORANGES

"A box that once held oranges
Is now a grocer's store.
It has some open windows
And a wide street door.

^{*}James S. Tippet. *Busy Carpenters*, illustrated by Elizabeth Tyler Wolcott. Yonkers-on-Hudson, New York: World Book Company, 1929. Pp. 88. \$.68.

It has a shelf for oranges,
But they are made of clay.
The grocer will sell oranges
To anyone today."

BUILDING

"Build a little city
With little houses in it;
Busy, working carpenters,
Working every minute.

Stores for the city,
Streets for it too;
Busy, working carpenters,
We have much to do.

Build! Build! Build!
Something new each day!
Busy, working carpenters,
We must work away."

OUR LITTLE TOWN

"We stand up tall
And we look proudly down.
We see the stores and houses
In a gay little town.

We see the white church
With the tall church steeple;
We see the green trees
And all the little people.

We stand up tall
And we look proudly down
At the houses we built
For our play town."

The book is attractively illustrated in bright colors. It will prove valuable as reading material for children who are working with a community life unit in first or second grade. Children in the kindergarten will enjoy looking at the pictures and listening to the stories.

ALICE TEMPLE,
University of Chicago,

AMONG THE MAGAZINES

Editor, ELLA RUTH BOYCE

THE NATION'S SCHOOLS—the magazine which is “devoted to the application of research to the building, equipment and administration of schools” has in its January issue an article of special interest for teachers. It is called *The Teacher: the School's Envoy to the Public*, written by Arthur B. Moehlman, professor of administration and supervision in the University of Michigan. His thesis is that “the effectiveness of public education depends to a great extent upon the contacts of the teacher with her pupils and with their parents and upon her social and civic activities.” Teachers who already feel themselves burdened by the things which are expected of them in the class room may be appalled by these new duties, while others will feel a wider opportunity opens for them. He believes that since “our social organization is dynamic”, “we can no longer look upon public education as something fixed and permanent so far as method or content is concerned. We must consider public education in the present only and realize that it is subject to change as new evidence, developed as a result of experimentation, is presented.” He believes that in common with other institutions the public schools have been prone to conserve and have had an academic outlook. This has reacted on the teachers so that they are an especially conservative group, and “compared with the scientific and progressive spirit shown in business, public education appears to be standing still.” Since “public education in our governmental concept rests upon the will of the people” it is absolutely necessary for progress that there be “creative leadership”, and this the school people must supply. The teacher has four opportunities or as he expresses it “four groups of contacts” through which she can enlist the group understanding, sympathy and active support which are so essential if the schools are to go forward.

They are, first with her pupils, next with their parents, third, her own social group, and lastly a participation in community life. The article closes with a call to a high type of service from “every agent within a school system, both professional and non-professional” with the belief that “the effectiveness of public education will depend upon the degree of skill with which the public relations program is conceived and carried out.”

This same journal prints also another article by this author on *The Nursery School Movement at Home and Abroad*. As this article is brief and simply a historical presentation of this movement using several of the books which have been published as its basis, we will not review it in detail. It presents the material in good form, giving also a bibliography. It is interesting to find it in this journal and to quote its opening sentence. “The nursery school is one of the most recent and significant movements in the field of elementary education.”

In the RED BOOK for January, John Erskine discusses *The Unfinished Business of Education*. He is talking primarily of university education but he makes some comments on what kindergarten training is, and does, which must delight all those who are interested in this field. He believes that if the subjects begun in the kindergarten were continued in the same way through high school and college we would have “human beings who are themselves creative, trained to live in the imagination, and according to their talents to express their thoughts and emotions. . . .” He says, moreover, “This social training, if it were continuous from the kindergarten to the graduate years, ought to do something more personal than the anemic training in citizenship which is now offered in some schools and colleges.” It is stimulating to find so

fine a presentation of the aims and methods of the kindergarten as he gives, when he says, "There (in the kindergarten) we had ideas as to the problems of the child; there we aided them to understand themselves and to make wise choices; there we realized that life supplies the most insistent matter for study."

THE NEW ERA magazine devotes its January issue to Pioneer Education in Poland. In the editorial columns we find several items of interest. "Education has been made compulsory from the age of 7 to 14. Corporal punishment is illegal and is regarded as unpsychological as well as out of harmony with the aspirations of the Polish people. . . . An interesting law states that all elementary schools must have an active committee of parents." Of Nursery schools it is said, "The capital alone has nearly 100 such schools for children under the age of seven. Attendance is, of course, voluntary." What has happened to the kindergarten, when the nursery school cares for children up to the age of seven? One is briefly described in these words, "The atmosphere of joy and creative activity showed that the children were learning to live before they were taught to read and write." It appears that "there are already 1,430 free nursery schools in Poland and seven specialized state training colleges for teachers who wish to go in for this type of work."

An interesting feature of this number of this journal is its colored illustrations of the art work of children in the Polish schools. There are several reproductions in color which are interesting in their design and color combinations.

The various articles present the different phases of Polish education under the headings, Mass Education, Psychology, Character Training, Art and Drama and Physical Education. There are also given several types of school and a description of several educational experiments.

This journal is also interesting for its international notes and its numerous book reviews.

THE RESEARCH BULLETIN OF THE NATIONAL EDUCATION ASSOCIATION for January deals with a matter which is in urgent need of adjustment—that is The Questionnaire. The topic is discussed pro and con with the following as summary, "The

questionnaire serves a useful purpose. It is considered an essential tool by many school executives. . . . The abolition of this method of inquiry would work an unnecessary hardship on the scientific investigator in education as well as upon the practical school executive. No general abolition is necessary." However, important suggestions are made for the regulation of the questionnaire, so that this pamphlet will serve as a guide for those who are planning questionnaires, and bring those to whom they are commonly sent, some much needed relief.

THE ELEMENTARY SCHOOL JOURNAL for January in its department of Educational News and Editorial Comment quotes from the *United States Daily* on Typewriting Instead of Script. This is a description of an experiment being tried in eighteen American cities Co-operating with Teachers' College, Columbia University, "whereby children in the kindergarten and primary grades are allowed to use portable typewriters in learning the technique of writing." Earl W. Barnhart, Chief of Commercial Education Service, Federal Board for Vocational Education is the authority quoted. "All the papers written by the children are being saved, and elaborate statistical tables are being compiled to show the effect of the use of the machines, the amount of writing, the kind of writing, and spelling." Also "typewriting as such is not being taught. Pupils are shown how to insert the paper, how to make letter-writing movements, and speed. The use of the typewriter by them is voluntary and not obligatory. They are permitted to use the typewriter for any writing they want to do." There is of course a serious question of expense involved. One wonders also what the effect of turning the child's attention, as one must in typing, to letters, will do to the present movement in beginning reading toward the ignoring of individual letters and the emphasis on words and phrases. It will however, be interesting to learn of the final conclusions from the eighteen cities now at work on these lines.

In EDUCATIONAL METHOD for January, Elsa Lohmann of the Edmonds School, in Washington, D. C., discusses Phonics as Taught in Our First Grades Throughout the United States. This topic is presented because she believes that "it is uppermost in

the minds of teachers and administrators interested in first grade work." She quotes many authorities and gives several conclusions the first being that "phonics is very necessary for beginning reading but its exact placement is disputed." Not all children need the same amount and most people think it should not be begun until children know from 50 to 100 sight-words. It should be taught separately, not with a reading lesson, and foreign children especially need it. Finally, "much careful scientific investigation is needed in the field of phonics."

PARENTS for February has a very interesting article by Gladys C. Schwesinger on Why Children Fail at School. This is a description of her work as a psychologist attached to a school where she was assigned the duty of finding out why children were failing. She found each a separate problem with the home looming large as a factor. For example, in many homes there is no proper

place and no adequate opportunity for children to study—and again the home may make too many demands on the children's time and energy for them to be able to do adequately what the school expects. Frequent movings with the consequent change of school are another cause. Some children do not really try, satisfied to lean on the extra tutoring of summer school. She says, "One outstanding cause of children's failure in school is the fact that to many of them school and school matters are merely side issues in life." She says there is no simple solution—each child must be diagnosed and helped as an individual and she gives the following excellent advice to parents which teachers will find valuable also. "Don't nag; don't brag. For neither nagging, nor bragging, nor dragging will pull him beyond his intellectual limits. Be ready to acknowledge these limits. . . . At the same time remember that within these limits your child can be helped to become a happy, active being, interested alike in his studies and his recreation."

NEWS ABOUT CHILDHOOD EDUCATION FROM THE FIELD

From Des Moines, Iowa:

"We had a booth at the Kindergarten Section Meeting of the State Association and also at the Kindergarten-Primary meeting the next day. We did our best to advertise the magazine, CHILDHOOD EDUCATION. One town sent their subscriptions in themselves, which were eighteen, and several others did the same. We hope more will send theirs very soon.

"We were quite anxious to do all we could for the magazine, CHILDHOOD EDUCATION, so we made this the subject for the program of our Kindergarten Luncheon. We had toasts on the different parts or sections of the magazine. Since we were using the name of the magazine as the theme of the program, instead of having the names of the persons on the place cards we used CHILDHOOD EDUCATION, with pictures of children. At the meeting we took up a small collection which we hope you can make use of."

From Grand Rapids, Michigan:

"You will be interested in hearing of our

campaign for subscriptions for CHILDHOOD EDUCATION in Grand Rapids.

"We had a table at our luncheon where we displayed sample copies and took subscriptions. It was surrounded by signs, one of which was six feet long. It was made by our Art Department and was very attractive with black letters on blue. To those who subscribed we gave little badges, on which were the words I HAVE SUBSCRIBED. At the luncheon we had little orange strips attached to autumn leaves, which read, HAVE YOU SUBSCRIBED?

"At our Early Elementary Section meeting we erected a booth. This was made by our Manual Training Department and was decorated in the Michigan colors. We suspended three large airplanes over the three sides. One was named 'Spirit of Childhood Education'.

"We had a good speaker during the meeting who talked on 'The Value of Subscribing for a Good Magazine, CHILDHOOD EDUCATION.'

"We will continued in some follow-up work."

CHILDHOOD EDUCATION

1201 Sixteenth St., N. W., Washington, D. C.

Name
(Last name) (First name)

Mailing address
(Street)

(City)

(State)

Educational Position

Subscription price—\$2.50

\$2.00 subscription rate to Members in supporting organizations
Check your membership

I. K. U. N. C. P. E. N. C. on N. S.

A REMINDER

Notify Childhood Education
1201—16th St., Washington, D. C.
of changes or corrections in your
mailing address.

Johnson's Greenhouses

Home Grown Flowers

161 Madison Avenue
MEMPHIS, TENN.

Now a Monthly Magazine

PROGRESSIVE EDUCATION

For educators and parents who live in a
modern world and who believe that educa-
tion should keep pace with all progress.

CONTENTS FOR FEBRUARY

George Boas (Johns Hopkins)—An Ideal College
Curriculum.

Brown and Josephs (Avon Old Farms)—An Ex-
periment in Teaching Mathematics as a
Phase of Science.

Howard Smith (Milton Academy)—The Work of
the Secondary School Board.

John A. Lester (Hill School)—Progressive Ele-
ments in the Middle States Meetings.

Katharine Taylor (Shady Hill School)—Recent
Developments in Primary Education.

Willford Aikin (John Burroughs School)—Trends
in the Secondary School.

Stephen P. Duggan—The Work of the Institute
of International Education.

Book Reviews—Editorials—News and Notes—
Work of the P. E. A.

SOME FORTHCOMING CONTRIBUTORS

Knight Dunlap (Johns Hopkins), Harold Rugg
(Lincoln School), Donald Slesinger (Yale), W.
A. Neilson (Smith), Henry Seidel Canby (The
Saturday Review of Literature), Honorable Al-
bert C. Ritchie (Governor of Maryland), Henry
W. Holmes (Harvard), Charles Swain Thomas
(Harvard), Percy T. Walden (Yale), Henry S.
Pritchett (President, Carnegie Corporation),
Robert Morse Lovett, David E. Weiglein
(Superintendent of Schools, Baltimore), Randall
Condon (formerly Superintendent of Schools,
Cincinnati).

A check sent to Department J, Progressive
Education Association, 10 Jackson Place, Wash-
ington, D. C., covers membership in the Associa-
tion and subscription to PROGRESSIVE EDU-
CATION.

J. S. LATTA, Inc.

Welcomes

The International Kindergarten Union

to

Memphis and their Memphis Store.

They invite

Inspection of their full line of
Kindergarten and General
School Supplies

Write for Catalog

J. S. LATTA, INC.

1790 Madison Ave.
Memphis, Tenn.

J. S. Latta, Inc.
West 18th St.
Cedar Falls, Iowa

J. S. Latta, Inc.
1454 4th Ave.
Huntington, W. Va.

